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THE ROLE OF THE COOPERATING TEACHER

A Thesis

Presented to

the Department of Educational Administration

The University of Alberta

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

by

Alexander Deleff

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "The Role of the Cooperating Teacher" submitted by Alexander Deleff in partial fulfillment of the requirements for the degree of Master of Education.

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ABSTRACT

This study was undertaken to investigate and compare the expectations and perceptions of faculty consultants, student teachers and cooperating teachers for the role of the cooperating teacher. The task areas included in the study were orientation, directed observation, planned participation, student guidance in planning, lesson presentation and evaluation. Data for the study were obtained from 328 questionnaires completed by faculty consultants, student teachers and cooperating teachers connected with the University of Alberta's teacher education program. The study attempted to determine relative degrees of consensus within alter-groups and between alter-groups, to compare expectations and perceptions of each alter-group and of sub-groups of each alter-group, to compare perceptions of the alter-groups and of the sub-groups of each alter-group.

Each of the alter-groups demonstrated a fairly wide range of consensus on expectations on the items within each task area and across the forty-two items. Variance scores ranged from a relatively high consensus score of .2809 to a relatively low consensus score of 3.2400. The expectation responses of pairs of alter-groups were significantly different on twenty of the items. In general, the findings of the study did not support the hypothesis that there are differences in the expectations of faculty consultants or student teachers connected with the Elementary and Secondary Program. Neither did the findings support the hypothesis that there were differences in expectations of cooperating teachers who worked at different grade levels in the cooperating school system.

The study revealed that there were significant differences between the expectations and perceptions of faculty consultants on thirty of the forty-two items; that there were significant differences between the expectations and perceptions of student teachers on thirty-four of the forty-two items; and that there were significant differences between the expectations and perceptions of cooperating teachers on seventeen of the forty-two items.

When the perceptions of the pairs of alter-groups were studied, it was found that there were significant differences between the perceptions of faculty consultants and student teachers on seven of the items, between faculty consultants and cooperating teachers on twenty-one of the items, and between student teachers and cooperating teachers on twenty-nine of the forty-two items. In general, the proportion of both faculty consultants and student teachers who reported observing the behavior indicated in the items was almost consistently smaller than the proportion of cooperating teachers who reported behaving in the manner indicated in the items.

The study found no significant differences between the perceptions of faculty consultants in the Elementary and the Secondary Programs. The study found that the perceptions of student teachers in the Elementary and the Secondary Programs were significantly different on eight of the forty-two items. The study also found that the perceptions of cooperating teachers in the Elementary, the Junior High School and the Senior High School varied on six of the forty-two items.

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

I. INTRODUCTION

The expectations and perceptions of faculty consultants, cooperating teachers and student teachers may be considered important factors in defining the role of the cooperating teacher. Most of the descriptions that appear in the literature concerning the role of the cooperating teacher are concerned with desired areas of competence of the cooperating teacher and deal with such matters as understanding children, proper classroom management and so forth. But few deal with the actual behavior of the cooperating teacher toward the student teacher. Much of this type of literature originates in the United States. To the best knowledge of the researcher, there appear to be no studies originating in Canada which attempt to assess the expectations and perceptions for the role of the cooperating teacher from the standpoint of the alter-groups which were used in this study.

If the performance of the cooperating teacher is partially evaluated in terms of the congruence of observed behavior with expected behavior, a knowledge of the expectations which others hold for his behavior, of the way others see his behavior, and of the way these expectations and perceptions differ from one reference group to another, would be of importance to the educational administrators and other personnel concerned with student teaching programs. Also, the extent

to which the cooperating teacher is successful in his role may depend, in part, upon the degree of congruence between the expectations held by such alter-groups as faculty consultants, student teachers and cooperating teachers.

II. STATEMENT OF THE PROBLEM

The basic problem of this thesis was to analyse the expectations for the role of the cooperating teacher as well as the perceptions of the behavior of the cooperating teacher. More specifically, the problem was to ascertain where and to what extent there were significant differences in the intra-group and inter-group expectations and perceptions of faculty consultants, student teachers and cooperating teachers of the role and behavior of the cooperating teacher on certain selected tasks in the task areas used in this study.

The following sub-problems, stated as questions, were investigated in the study:

1. Is there a relatively different degree of consensus within each alter-group on the expectation items in each of the task areas relating to the role of the cooperating teacher?

2. Is there consensus between the different alter-groups on each expectation item in each task area relating to the role of the cooperating teacher?

3. (a) Is there consensus between the faculty consultants engaged in the elementary program and those engaged in the secondary program on the expectation items in each task area relating to the role of the cooperating teacher?

(b) Is there consensus between the student teachers who are enrolled in the elementary program and those who are enrolled in the secondary program on the expectation items in each task area relating to the role of the cooperating teacher?

(c) Is there consensus between the cooperating teachers who work at the elementary level, those who work at the junior high school level, and those who work at the senior high school level, on the expectation items in each task area related to the role of the cooperating teacher?

4. Is there a significant difference between the expectations and perceptions of each alter-group on the items of the different task areas?

5. Is there a significant difference between the perceptions of faculty consultants and student teachers, faculty consultants and cooperating teachers, and student teachers and cooperating teachers, for the behavior of the cooperating teacher on the perception items of each task area?

6. (a) Is there consensus on perceptions of the behavior of the cooperating teacher between the faculty consultants engaged in the elementary program and those engaged in the secondary program?

(b) Is there consensus on perceptions of the behavior of the cooperating teacher, between student teachers who are enrolled in the elementary program and those enrolled in the secondary program?

(c) Is there consensus on perceptions of the behavior of the cooperating teacher, between those cooperating teachers who work at the elementary level, those who work at the junior high school level, and those who work at the senior high school level?

III. THE PURPOSES OF THE STUDY

There is some indication in the literature that the student teaching experience is considered by teachers to have been the most valuable part of their pre-service training.¹ The literature also indicates that the cooperating teacher is the key person in guiding the work of the student teacher.² The literature also indicates a need for studies of the roles of the student teacher, cooperating teacher, and supervisor in which attention is given to the interactive process in the light of recent role theory.³

Research has shown that there is an inverse relationship between role conflict and efficiency. Getzels and Guba report that ineffectiveness in the performance of a role is clearly related to the degree of personal involvement in role conflict.⁴ It has also

¹S.T.C. Clarke and Kathleen I. Kennedy, Teachers' Evaluation of Their Preparation for Teaching, The Alberta Teachers' Association, January, 1962, p. 45.

²G. D. McGrath, "Upgrading the Services of Cooperating Teachers," Peabody Journal of Education 27: 237-41, 1950.

³Encyclopedia of Educational Research, Third Edition, p. 1478, Jacob W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," The School Review, Vol. LXVI, 1957, p. 424.

⁴J. W. Getzels and E. W. Guba, "Role Conflict and Effectiveness," American Sociological Review, XIX (April, 1954), p. 172.

been demonstrated that lack of role conflict is conducive to effectiveness in role performance.⁵ It is also reported that the morale of an actor and the level of satisfaction he experiences are directly related to the degree of freedom from role conflict in his situation.⁶

As greater numbers of students enroll in the programs of teacher education in the universities and colleges across the nation, proportionally greater demands are placed upon school systems which cooperate in the student teaching programs for their professional, material, economic and pupil resources. At the same time, administrators of the teacher training programs and of the cooperating school systems must continually face the problem of how to increase the effectiveness and the efficiency of various aspects of the teacher training programs. These ever increasing enrollments and the need for greater effectiveness and efficiency in the programs themselves imply a need for continuous study of all aspects of these programs, including the roles of various personnel who are involved with them. One such role is that of the "cooperating teacher", usually an experienced and well-trained teacher who works directly with a student teacher within his own classroom. A study which would help

⁵Donald C. Moyer, "Leadership That Teachers Want," Administrator's Notebook, III (March, 1955).

⁶Charels E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Psychology, 29 (September, 1955), 42; and Francis S. Chase, "Professional Leadership and Teacher Morale," Administrator's Notebook, I, 8 (March, 1953).

to clarify the role of the cooperating teacher could possibly help maximize the benefits of the student teaching program for the student teacher, and at the same time, help minimize the various costs that are involved.

IV. STATEMENT OF HYPOTHESES

The following hypotheses are presented for this study:

- Hypothesis 1.1: There are different degrees of consensus in expectations of faculty consultants on the items of each task area relating to the role of the cooperating teacher.
- 1.2: There are relatively different degrees of consensus in expectations of student teachers on the items of each task area relating to the role of the cooperating teacher.
- 1.3: There are relatively different degrees of consensus in expectations of cooperating teachers on the items of each task area relating to the role of the cooperating teacher.
- Hypothesis 2.1: There is a lack of consensus between faculty consultants and student teachers on each of the expectation items in each of the task areas relating to the role of the cooperating teacher.
- 2.2: There is a lack of consensus between faculty consultants and cooperating teachers on each of the expectation items in the task areas relating to the role of the cooperating teacher.
- 2.3: There is a lack of consensus between student teachers and cooperating teachers on each of the expectation items in the task areas relating to the role of the cooperating teacher.
- Hypothesis 3.1: There is a lack of consensus between the expectations of faculty consultants engaged in the elementary program and those engaged in the secondary program on the items in each of the task areas related to the role of the cooperating teacher.

- 3.2: There is a lack of consensus between the expectations of student teachers enrolled in the elementary program and those enrolled in the secondary program on the items in each of the task areas relating to the role of the cooperating teacher.
- 3.3: There is a lack of consensus between the expectations of cooperating teachers who teach at the elementary level, those who teach at the junior high school level, and those who teach at the senior high school level, in the items in each of the task areas relating to the role of the cooperating teacher.

Hypothesis 4.1: There is a significant difference between the expectations and perceptions of faculty consultants on the items of each task area.

- 4.2: There is a significant difference between the expectations and perceptions of student teachers on the items of each task area.
- 4.3: There is a significant difference between the expectations and perceptions of cooperating teachers on the items of each task area.

Hypothesis 5.1: There is a significant difference between the perceptions of faculty consultants and student teachers regarding the behavior of the cooperating teacher on the items in each task area.

- 5.2: There is a significant difference between the perceptions of faculty consultants and cooperating teachers regarding the behavior of the cooperating teacher on the items in each task area.
- 5.3: There is a significant difference between the perceptions of student teachers and cooperating teachers regarding the behavior of the cooperating teacher on the items of each task area.

Hypothesis 6.1: There is a significant difference between the perceptions of the behavior of the cooperating teacher as reported by faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program.

- 6.2: There is a significant difference between the perceptions of the behavior of the cooperating teacher as reported by student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program.
- 6.3: There is a significant difference between the self-perceptions of their behavior as a cooperating teacher as reported by those who teach at the elementary level, those who teach at the junior high school level, and those who teach at the senior high school level.

V. ASSUMPTIONS AND DELIMITATIONS

Assumptions

1. It is assumed that the faculty consultants, cooperating teachers, and student teachers constitute important reference groups for the role of the cooperating teacher.
2. It is assumed that the role of the cooperating teacher can be clarified in part by a consideration of expectations and perceptions of the reference groups mentioned above.
3. It is assumed that there is a relationship between congruence of expectations and perceptions of the reference groups for the role of the cooperating teacher, and the effectiveness of the cooperating teacher in the performance of his duties.
4. It is assumed that the responses to the items in the questionnaire will be factually correct and given in good faith.

Delimitations

1. The sample for the student teachers was drawn from the

students registered with the Division of Student Teaching in the Faculty of Education at the University of Alberta, Edmonton, who engaged in student teaching during the second round of student teaching extending from February 14 to March 18, 1966.

2. The faculty consultants in the study were the University of Alberta staff members, graduate students or other persons employed by the University of Alberta to supervise one or more student teachers.

3. The sample of cooperating teachers was drawn from the population of teachers engaged by the Division of Student Teaching in the Faculty of Education, University of Alberta, Edmonton, during the second round of student teaching extending from February 14 to March 18, 1966.

Limitations

The present study is limited in scope inasmuch as it is restricted to only three reference groups--the faculty consultants, cooperating teachers and student teachers. It is recognized that the role of the cooperating teacher can be defined fully only by taking into consideration the expectations and perceptions of all the individuals and groups associated with the school system.

It is limited also in that the samples were drawn from one university and the two school systems which cooperate with it in the student teaching program.

It is limited also in that the student teacher samples are drawn only from those enrolled in the Elementary and Secondary Programs. Also, the sample of cooperating teachers is drawn from those engaged in Elementary and Secondary Teaching but not those engaged in Vocational Education or Industrial Arts Programs.

Definition of Terms

Cooperating school is a public or separate school which provides facilities for student teachers or interns but which is neither controlled nor supported by the University.

Cooperating teacher is a teacher who also directs the work of student teachers within his class.

Directed observation are opportunities provided for student teachers to view a teaching-learning situation and other activities in the classroom and in the school at large on a non-participating basis.

Faculty consultant, for purposes of this study, is a university faculty member, graduate student, or other person employed by the Division of Student Teaching, University of Alberta, Edmonton, who supervises a group of student teachers.

Round is a period of three to five weeks during which student teachers are assigned to a school in either the first or second term of the University year.

Student teacher is a university student who is engaged in an assigned student teaching experience. For the purposes of this

study the student teacher population will consist of both undergraduates and graduates in Elementary and Secondary Education Programs.

Elementary Program refers to the Standard Elementary B.Ed. Program offered for the professional education of teachers at the University of Alberta, Edmonton. Upon completion of the first two years, candidates are eligible for the Interim Standard E Certificate, valid to teach in Grades I to IX; completion of three years earns the Interim Professional Certificate, valid to teach in Grades I to XII; completion of four years, the B.Ed. degree.

Secondary Program refers to the Standard Secondary B.Ed. Program offered for the professional education of teachers at the University of Alberta, Edmonton. Upon completion of the first two years, candidates are eligible for the Interim Standard S Certificate, valid to teach in Grades IV to XI, completion of three years earns the Interim Professional Certificate, valid to teach in Grades I to XII; completion of four years, the B.Ed. degree.

Expectations are evaluative standards applied to the behavior of an incumbent of a position.⁷

⁷ Neal Gross, Ward S. Mason, and Alexander MacEachern, Exploration in Role Analysis: Studies of the Social Superintendency Role, New York: John Wiley and Sons, Inc., 1958, p. 67.

Role may be defined as a set of expectations applied to an incumbent of a particular position.⁸

A reference group is a group of "others" held to be especially significant by a given role incumbent or actor and to which he looks for guidance and percept.⁹

Alter-groups are aggregates--either organized or unorganized--that are in a counter position to a focal member.¹⁰

The focal position is specified as that of the cooperating teacher. The members of the alter-groups are student teachers, faculty consultants, and cooperating teachers.

Perception refers to the predictions or judgments concerning the observed behavior of a position incumbent in the performance of his role.¹¹

Role conflict refers to incompatible expectations for the behavior of the incumbent of a position. Role conflict is of two types: (a) inter-group conflict which is characterized by incompatibility in expectations of members of two or more alter groups; and

⁸ Ibid., p. 67.

⁹ Francis S. Chase and Egon G. Guba, "Administrative Roles and Behavior," Review of Educational Research, 25, (October, 1955), p. 284.

¹⁰ John E. Cheal, "Role Conflict in the Principalsip of the Composite High School," Unpublished Master's Thesis, University of Alberta, Edmonton, 1958, p. 13.

¹¹ Ibid., p. 13.

(b) intra-group conflict which is characterized by incompatibility in expectations of members of one group.¹²

Consensus refers to the extent of agreement on expectations. Intraposition consensus may occur among members of an alter group.¹³ In this study the term will refer specifically to consensus among student teachers, among faculty consultants, and among cooperating teachers, each as a distinct and separate group. Interposition consensus may occur between alter groups. In this study it will refer to consensus among the three alter-groups--student teachers, faculty consultants, and cooperating teachers.

¹²Walter M. Hewko, An Analysis of the Role of the Junior High School Coordinator, Unpublished Master's Thesis, University of Alberta, Edmonton, 1965, p. 9.

¹³Ibid., p. 9.

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CHAPTER II

ROLE THEORY

According to Sarbin "role theory attempts to conceptualize human conduct at a relatively complex level."¹⁴ It represents an interdisciplinary approach and draws on concepts from such social sciences as anthropology, sociology, psychology, and social psychology.

The broad conceptual units of the theory are (1) role, the unit of culture; (2) position, the unit of society; and (3) self, the unit of personality.¹⁵

Gross, Mason and MacEachern discuss the definitional problem in role analysis and ascribe the differences in the definitions by various authors to (1) the discipline of the definer and his frame of reference, (2) semantic differences, and (3) a perpetuation of the differences in Linton's conceptions in his two volumes, The Study of Man and The Cultural Background of Personality.¹⁶

They conclude that although the formulations of the authors have some fundamental differences, the definitions of these authors are concerned with the same phenomena. Three basic ideas appear in most of the conceptualizations, if not in the definitions. These are

¹⁴Theodore R. Sarbin, "Role Theory," Handbook of Social Psychology, Vol. I. Theory and Method, Garner Lindzey, (ed.) (Reading, Mass.: Addison-Wesley Publishing Company, Inc., 1954), p. 223.

¹⁵Ibid., p. 223.

¹⁶Neal Gross, Ward S. Mason, and A. W. MacEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, Inc., 1958), pp. 11-17.

that individuals: (1) in social locations (2) behave (3) with reference to expectations.¹⁷

People do not behave in a random manner; but their behavior is influenced to some extent by their own expectations and those of others in the groups or society in which they participate. Some authors include this idea of expectations influencing behavior in the concept of status or position, some in role, but nearly all include it somewhere in the following material.¹⁸

Further consideration will be given to (1) role, (2) position, and (3) self, the broad conceptual units of role theory and related concepts and their interaction with one another.

Role, Status, and Position

Sarbin regards role and position as interdependent concepts. He defines a position "as a cognitive organization of role expectations."¹⁹ Linton defines status as "the place in a particular system which a certain individual occupies at a particular time will be referred to as his status with respect to that system."²⁰ Because status connotes a differential prestige rank, and because the terms

¹⁷Ibid., p. 17.

¹⁸Ibid., p. 17.

¹⁹Sarbin, op. cit., p. 225.

²⁰Ralph Linton, The Cultural Background of Personality (New York: Appleton-Century Crafts, Inc.), p. 76.

role and status are used ambiguously, Gross, Mason and MacEachern use the term position, which they define as "the location of an actor in a system of social relationships."²¹ They define role as "a set of expectations applied to an incumbent of a particular position," and define expectation as "an evaluative standard applied to an incumbent of a particular position."²² These three latter definitions are the ones used in this study.

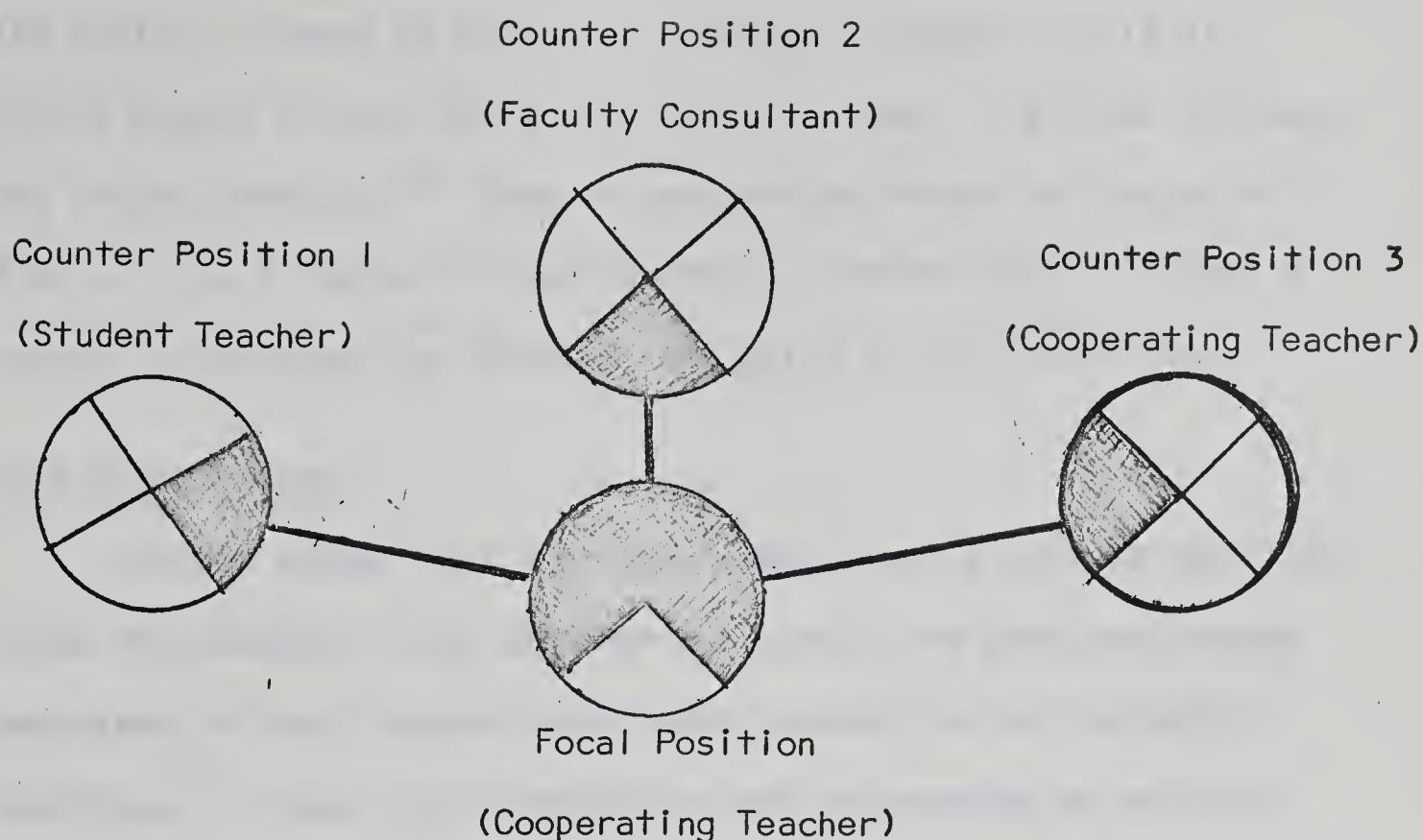
According to Gross, Mason and MacEachern "every position is a part of an inclusive system of positions and no one position has any meaning apart from the other positions to which it is related."²³ This makes it necessary for an investigator in focussing on one position to specify the other positions with which his analysis is concerned. When focussing on one position and examining its relationship to a series of counter positions, a position-centric model is appropriate. The model used by Gross, Mason and MacEachern in their study of the role of the superintendent is adapted for use with this study and is shown below.²⁴

²¹Gross, op. cit., p. 48.

²²Gross, op. cit., p. 67.

²³Gross, op. cit., p. 53.

²⁴Gross, op. cit., p. 52.



THE POSITION-CENTRIC MODEL

This model does not take into account the relationships among the counter positions. One sector of the focal position has been left blank to show that only a limited set of positions is being considered. There are no hierarchal implications in this model and this study is not concerned with statuses which might be attached by society to these particular positions.

A person occupies a variety of statuses and knows a variety of roles at all times. "However, he can never exercise all these roles simultaneously. . . . He operates sometimes in terms of one status (or position) and its role, and sometimes in those of another."²⁵

²⁵Linton, op. cit., p. 78.

The status in terms of which an individual is operating is his active status at that particular point in time. His other statuses are latent statuses.²⁶ Thus, a cooperating teacher at one point in time will be a teacher of pupils and at another point in time, a teacher of prospective teachers--two quite distinct positions.

Role Expectations

Sarbin states that a person cannot enact a role for which he lacks the necessary role expectations, which are acquired through experience either through intentional instruction or incidental learning.²⁷ These role expectations may be regarded as actions, e.g. the cooperating teacher does something for the student teacher, or as a quality, e.g. the cooperating teacher exhibits warmth, friendliness, etc. to the student teacher. Sarbin states that both types may be studied empirically.²⁸

Getzels and Guba refer to role expectations as institutional givens or shoulds.²⁹ Each individual, or group, within a given social system has a concept of what behaviors are expected of the

²⁶ Ibid., p. 78.

²⁷ Sarbin, op. cit., p. 226.

²⁸ Ibid., p. 229.

²⁹ Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," The School Review, LXV, 1957, p. 426.

incumbent of a particular focal position. Within the permissive range of these expectations the incumbent has a degree of freedom to fulfill his role in keeping with his own personality. These groups which influence the incumbent's role, are referred to as reference groups, alter groups, or counter position groups--and may exert sanctions, if the occupant of the focal position fails to exhibit required behaviors, or engages in prohibited behavior.³⁰

The expectations of student teachers, faculty consultants and other cooperating teachers may form sanctions for the role of the cooperating teacher. However, expectations may be in conflict when one reference group expects behavior contradictory to that of another or that expected by the incumbent. Intra-group conflict is possible when individuals within one reference group disagree on expectations.

Self-Other Role Expectations

The incumbent bases his definitions of appropriate behavior for his position in part upon the expectations held for the role by the alter-groups, in part upon his concept of his role, and in part upon his desire to gratify the needs of his own personality.³¹

³⁰ Lloyd Henry Morin, The Principal's Perception of His Role, Unpublished Master's Thesis, University of Alberta, Edmonton, 1964, p. 15, citing Ralph M. Stogdill, Ellis L. Scott and William E. Jaynes, Leadership and Role Expectations, Research Monograph, No. 86, Bureau of Business Research, Ohio State University, Columbus: College of Commerce and Administration, p. 4.

³¹ Morin, op. cit., p. 19.

Stogdill suggests that these "self expectations" and "other expectations" are not independently derived but are

reciprocally formulated definitions of the situation, which sometimes diverge, sometimes converge, and which are modified and reformulated in the process. They are not only the products of social interaction, but they also establish patterns for these interactions.³²

Self and Personality

Sarbin referred to self, the unit of personality, as one of the broad conceptual units of rôle theory.³³ In seeking a definition of self which does not imply that the self is a "motivating force", nor a suprabehavioral court to which all behavior is somehow mysteriously referred, Lindesmith and Strauss refer to self as an organization of integration of behavior imposed upon the individual by societal expectations and demands.³⁴ They believe it does not enter significantly into all behavior but is differently involved in various acts.³⁵ Self is thus a social product, a consequence of the individual's incorporation within his own personality structure of a social process--language which does not exist except in a field from which it cannot be separated. "Self implies others" and is inseparable from them.³⁶

³² Ibid., p. 20, citing Stogdill, op. cit., p. 4.

³³ Sarbin, op. cit., p. 223.

³⁴ A. R. Lindesmith and A. L. Strauss, Social Psychology (New York: Holt, Rinehart and Winston, 1956), p. 416.

³⁵ Ibid., p. 418.

³⁶ Ibid., p. 429.

Allport, in a historical survey of writings about personality, listed fifty different definitions of personality which he grouped into various categories--sociological, theological, biosocial, psychological, and juridical. His own definition stresses the psychological point and is similar to that of Getzels and Guba. Allport states: "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment."³⁷ Getzels and Guba define personality as "the dynamic organization within the individual of those need dispositions that govern his unique reactions to his environment."³⁸

Lindesmith and Strauss state that there is no possibility of synthesizing all the definitions of personality, or of formulating a "correct" one.³⁹ They feel that the main features of personality organization are determined in the first decades of life, but that personality is never fixed but continues to change throughout life. Changes in status or position in occupation have an influence on personality.⁴⁰

The Interaction of Role and Personality

Getzels and Guba have suggested in their model that any specific

³⁷ Ibid., p. 485.

³⁸ Getzels, op. cit., p. 428.

³⁹ Lindesmith, op. cit., p. 485.

⁴⁰ Ibid., p. 605.

behavioral act is a function of role interacting with personality--a conceptualization expressed in the formula, $B = f(R \times P)$ -- with the degree of influence of each factor depending upon the situation.⁴¹

Role Conflict

Sarbin suggests that role conflict occurs when "a person occupies two or more positions simultaneously and when the role expectations of one are incompatible with the role expectations of the others."⁴² However, role conflict can also arise "from contradictory expectations held for the incumbent of a single position."⁴³ Basically, it is necessary that the incumbent of a focal position perceive that he is confronted with incompatible expectations before there is a role conflict situation.⁴⁴ An expectation may be considered by the person for whom it is held to be legitimate or illegitimate depending on whether the incumbent of a position feels others have a right to hold a certain expectation or not. An expectation which is felt to be legitimate is referred to as a perceived obligation and one which is felt to be illegitimate is called a perceived pressure. Role congruence is a situation in which an incumbent of a focal position perceives that the same or highly similar

⁴¹Getzels, op. cit., p. 430.

⁴²Sarbin, op. cit., p. 225.

⁴³Gross, op. cit., p. 5.

⁴⁴Ibid., p. 248.

expectations are held for him.⁴⁵

Intra-role conflict is a situation in which an individual perceives that different expectations are held for him as the incumbent of a single position. If an individual perceives that others hold different expectations for him as the incumbent of two or more roles, he is involved in inter-role conflict.⁴⁶

Intra-role rather than inter-role type of conflict is the type of conflict given consideration in this study.

⁴⁵ Ibid., p. 248.

⁴⁶ Ibid., p. 249.

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CHAPTER III

REVIEW OF THE LITERATURE

Introduction

The cooperating teacher has been referred to as a "critic", "critic teacher", "directing master" and supervising teacher" in various related literature. The term "supervising teacher" seems to be gaining the widest usage and is the term proposed by the Association for Student Teaching.⁴⁷ This term will be used synonymously with the term cooperating teacher as defined in chapter one.

This review of literature will first attempt to provide some historical background for the role of the cooperating teachers and to provide some of the traditional perceptions and conceptions of this role in the United States and in Canada's prairie provinces—particularly in Alberta. It will review some of the present perceptions and prescriptions for this role as reflected in the Handbook for Supervisory Staff, published by the Division of Student Teaching, University of Alberta. It will then examine some emerging perceptions for the role of the cooperating teacher as well as some reported evidence of conflicting role expectations and perceptions for the role of the cooperating teacher.

Historical Background

In the United States the position cooperating teacher began with

⁴⁷The Supervising Teacher, Thirty-Eighth Yearbook, 1959, The Association for Student Teaching, Iowa State Teachers College, Cedar Falls, Iowa, p. x.

the normal school movement at the turn of the nineteenth century.

The first State normal school opened on July 3, 1839, at Lexington, Massachusetts and a "model school" was established two months later.⁴⁸

Pierce, the principal of the first normal school, explained the purposes of the "model school":

In this experimental school, the teachers are expected to apply the principles and methods which they have been taught in the normal school, with liberty to suggest any improvements which may occur to them.⁴⁹

Sheldon, the principal of the Oswego Training School for Teachers, developed principles in regard to the "Practice School" which attracted country wide attention. He felt that they should lead, not follow, in classroom procedures and that methods should proceed from the classes of the "Practice School" to the methods classes, and not in the opposite direction.⁵⁰

Sheldon also suggested that the role of the critic teacher was:

(a) to supervise and direct, (b) to give illustrative lessons where necessary, (c) to discover the commendable traits of the student teacher and give him all possible encouragement, (d) later, and always prefaced by something commendable, to bring to the attention of the student teacher his faults, one at a time in order of their importance, and not to allude to any fault after the student teacher has become aware of it, and (e) to be as unobtrusive as possible (in fact, the constant presence of the critic is not desirable).⁵¹

⁴⁸Nickolas Troisi, "Development of the Supervising Teacher's Role," The Supervising Teacher, op. cit., p. 13.

⁴⁹The First State Normal School in America, The Journal of Cyrus Pierce and Mary Swift, (Cambridge, Massachusetts: Harvard University Press, 1926), p. 50, cited in The Supervising Teacher, op. cit., p. 13.

⁵⁰The Supervising Teacher, op. cit., p. 14.

⁵¹Ned H. Dearborn, The Oswego Movement in American Education, New York: Bureau of Publications, Teachers College, Columbia University, 1925, p. 40, cited in The Supervising Teacher, op. cit., p. 15.

By 1887 fifty-five institutions out of seventy-four in the United States were providing for practice teaching.⁵² It is felt that the influence of Sheldon and the Oswego Training School was responsible in considerable measure for regarding the practice school as an indispensable adjunct of a normal school.

Richards and Robinson report that traditional supervision of student teaching centered around the classroom act - with an emphasis on how well the student teacher knew the subject matter. The more basic understandings involved in instruction as a teaching-learning process were neglected. The newer approach involves "attention to principles underlying effective teaching rather than techniques alone."⁵³

Bernard reports:

In an early day when teaching was thought of as a series of repetitive acts set up in a predetermined series of patterns, supervision of student teachers was a relatively simple matter. All the supervisor needed to do was to make certain that the student teacher learned the prescribed rituals and patterns.⁵⁴

Mooney, in 1937, found that both campus and cooperating practice school supervisors most frequently performed the following supervisory activities:

⁵²The Supervising Teacher, op. cit., p. 15.

⁵³Helen Richards and Elizabeth Robinson, "The Supervising Teacher in Teacher Education," cited in The Supervising Teacher, op. cit., p. 25.

⁵⁴Robin Bernard, "Who are Supervising Teachers?", The Supervising Teacher, op. cit., p. 9.

1. Helping student teachers to establish desired relations with pupils.
2. Guiding student teachers in planning for pupil participation in classroom activities.
3. Showing student teachers how to economize their own and pupils' time and energy in classroom management.
4. Stressing the importance of proper care of the classroom.
5. Guiding student teachers in the collection of materials for instruction.
6. Guiding student teachers in the selection of instructional units.
7. Advising the student teachers as to the organization of the instructional unit.
8. Guiding student teachers in the use of materials for instruction.
9. Helping the student teachers to select the materials of instruction.
10. Making constructive criticisms of the student teachers' work.

He stated that "supervisory activities should be carried on with student teachers by supervisors who are experienced teachers, professionally trained for the supervision of student teaching."⁵⁵

The role for the supervising teacher as implied in the Mooney study appears to lean more toward the guiding of student teachers than did the earlier Fitch study.

⁵⁵Edward S. Mooney, *An Analysis of the Supervision of Student Teaching*, New York: Bureau of Publications, Teachers College, Columbia University, 1937, p. 41, cited in The Supervising Teacher, op. cit., p. 19.

The Fitch study in 1931 involving forty-five normal schools and colleges in the United States discovered fourteen out of 422 activities that were performed by all the training supervisors involved in the study. These are as follows:

1. Protect pupils from the inaccuracies of the student teacher.
2. Give advice concerning discipline problems.
3. Discuss lesson aims.
4. Consider experiences of children in planning lessons.
5. Consider needs of children in planning lessons.
6. Consider abilities of children in planning lessons.
7. To get all supplementary materials ready before starting to teach the lesson.
8. Observe teaching of the student.
9. Discuss procedure with student teacher.
10. Teach the place of pupil activity in lesson.
11. Teach how to secure attention.
12. Hold student teacher responsible for securing attention.
13. Teach student teacher to see poor points in his teaching.
14. Teach student teacher to see why the poor points in his teaching are poor.⁵⁶

⁵⁶Harry N. Fitch, "An Analysis of the Supervisory Activities and Techniques of the Elementary School Training Supervisor," New York: Bureau of Publications, Teachers College, Columbia University, 1931, cited in The Supervisory Teacher, op. cit., pp. 18-19.

Historical Background - Prairie Provinces

In Western Canada the teacher training institutions which opened in Winnipeg and St. Boniface in 1882 each had provisions for practice teaching. This was also true of the normal school established at Regina in 1892.⁵⁷ Mann stated in his study that:

In some ways the Winnipeg Normal School developed like most other normal schools on the continent. . . . Observation and practice teaching were carried out in various Winnipeg schools, though concentrated in a specially chosen school.⁵⁸

The Calgary Normal School which opened in 1908 included a "Model Department" whose purpose was to "afford an opportunity for the normal school students to watch skilled teachers and to obtain the benefit of organized practice teaching. The practice school teachers were paid a bonus by the Alberta government for acting as "critic teachers".⁵⁹

Some aspects of the role of these "critic teachers" can be inferred from the fact that detailed lesson plans were required from students for all practice lessons and that detailed criticisms were carried out on each lesson by the "critic teacher", other student teachers who had observed the lesson along with a member of the normal school staff act-

⁵⁷ George Mann, The Alberta Normal Schools: A Descriptive Study of Their Development, 1905-1945, Unpublished master's thesis, University of Alberta, Edmonton, 1961, p. 9.

⁵⁸ Ibid., p. 18.

⁵⁹ Ibid., p. 33.

ing as a group leader who also submitted a written report of the lesson.⁶⁰

Practice schools also operated in conjunction with the Camrose Normal School which opened in 1912 and the Edmonton Normal School which opened in 1920. In 1920 practice teaching experience in rural one-room schools was added to the Curriculum in the Calgary Normal School--a practice which expanded and continued until after World War II. Students at the Camrose Normal School, however, received no rural practice teaching experience. Thus many teachers in rural schools in Alberta between 1920 and 1945 acted as cooperating teachers:

That all rural teachers were not able to fulfill the role expected of them is evident in a report made by Dr. Coffin in 1937 as principal of the Calgary Normal School to the Department of Education who said:

Several rural teachers selected for teaching training service do not seem to appreciate the responsibility laid upon them by the School Ordinance. . . . This is suggested by the meagre and apparent reluctant directions and suggestions given to students assigned to their schools who write for information so as to be as well prepared as possible.

He also went on to deplore the brief and cursory fashion of the student reports submitted by the rural teachers.⁶¹

The normal schools at Calgary, Edmonton and Camrose all had arrangements for practice teaching in certain practice schools selected and

⁶⁰ Ibid., p. 39.

⁶¹ Alberta, Department of Education Annual Report, 1936, p. 28, cited in Mann, George, op. cit., p. 147.

staffed for this purpose practically from the time they opened.

However, it was not until 1928, when by arrangement between the Minister of Education and the Calgary Public and Separate School Boards, Calgary Normal School students were admitted to one hundred and eighty rooms of the Calgary city schools that cooperating teachers as we know them today first made their appearance in Alberta.

More of the traditional role of the cooperating teacher is implied in the following statement by Black:

It is apparent that the distinguishing functions of Alberta Normal Schools during the period under discussion (1928-1938) were to make the students more familiar with the curriculum content of the elementary schools and to present approved methods of teaching these subjects.⁶²

Mann, in reporting on the Alberta Normal Schools for the period 1937 to 1945, states that the major defect of the rural and city teaching practice was that it was largely undirected; and that the critic teachers had little, if any, training in directing student teachers. The practice school staff, on the other hand, was a carefully picked group of qualified teachers whose methods and procedures set an excellent example for the student teachers.⁶³

Present Perceptions of the Role of the Cooperating Teacher - University of Alberta, Edmonton

The Handbook for Supervisory Staff, published by the Division of Student Teaching, University of Alberta, makes a number of general

⁶²W. G. Black, The Development and Present Status of Teacher Education in Western Canada with Special Reference to Curriculum, Ph. D. Thesis, University of Chicago, 1936, p.128, cited in Mann, George, op. cit., p. 194.

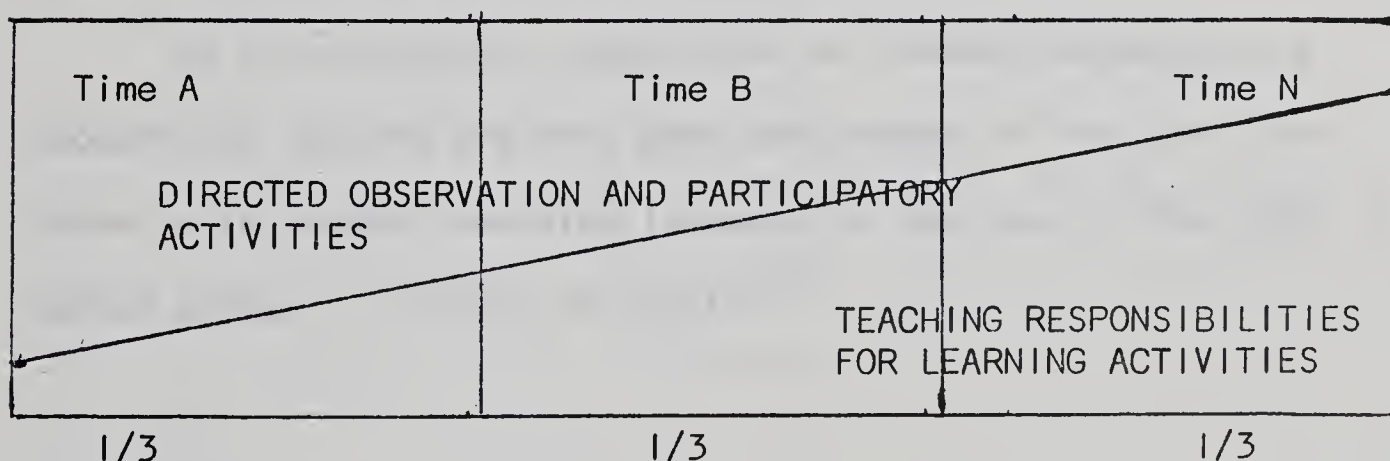
⁶³George, Mann, op. cit., p. 260.

statements concerning the role of the cooperating teachers in its cooperating school systems.

The cooperating teacher bears direct responsibility for the continuous improvement of his classes and, in addition, provides for optimum conditions for professional growth of the teaching candidate. The supervisor makes decisions concerning the student teacher's readiness for teaching and anticipates possible stumbling blocks in contemplating method and content. . . . The tasks of pre-planning, guiding, and polishing the student teacher's approaches to teaching are endless ones.⁶⁴

The following diagram is provided in the handbook⁶⁵ to suggest the approximate proportion of time which might be devoted to: (1) directed observation, (2) participatory activities, and (3) teaching.

ALLOCATION OF TIME TO STUDENT TEACHING ACTIVITIES



In addition, the handbook lists some of the specific roles of cooperating teachers:

- (1) Encourage the student teacher to plan and prepare thoroughly by having him submit lesson plans prior to the

⁶⁴ Handbook for Supervisory Staff, Division of Student Teaching, Faculty of Education, University of Alberta, Edmonton, 1965-66.

⁶⁵ Ibid., p. 10.

time the lesson is to be presented, (2) Encourage the student teacher to explore a variety of sources of materials for use in lesson preparation and presentation, (3) Conduct a brief, formal or informal discussion with the student teacher daily in order to evaluate his strengths, weaknesses and improvements and to encourage self-evaluation, (4) To make lesson assignments on a weekly basis, (5) Check the student teacher's time sheet weekly and to sign the sheet at the end of each round. Also, to evaluate the student teacher's Log Book once per week, or more frequently if necessary, (6) Submit one detailed, comprehensive report card on each student teacher per round.⁶⁶

Some Recent Perceptions for the Role of the Cooperating Teacher

Bernard states that the cooperating school supervising teacher is seen by self and others as successful in terms of her teaching ability with public school learners primarily and working with student teachers as an added responsibility.⁶⁷

He also considers supervision of student teachers as a cooperative venture and that when each member of the staff concerned with student teaching is aware of the role of the other, a better product is likely to result.⁶⁸

⁶⁶ Ibid., pp. 11-12.

⁶⁷ Robin Bernard, "Who are Supervising Teachers?", The Supervising Teacher, op. cit., p. 5.

⁶⁸ Ibid., p. 6.

Bernard thinks the present day emphasis appears to be on maximizing the student teacher's own potential and guiding his growth as a self directive, creative teacher with ideas of his own and not establishing a degree of resemblance to the supervising teacher.⁶⁹

Reed states that the relationship of the supervising teacher to other persons in the teacher education program will determine to a considerable extent the effectiveness of the student teaching experience.⁷⁰

Elliott states that the perceptions of the proper role of the supervising teacher undoubtedly vary greatly among those called upon to serve in this role, but the role, however, perceived by the individual supervising teacher, seems to involve at least five facets, each offering opportunity for wide differences in interpretation and in performance. The five facets she reports are: (1) accepting the supervisory task, (2) adjusting to professional partnership, (3) guiding a prospective teacher's efforts, (4) helping a colleague evaluate his growth, and (5) deriving professional advantage from the presence of the student teacher.⁷¹

⁶⁹Ibid., p. 10.

⁷⁰Helen Reed, "The Supervising Teacher and Other Professional Workers," The Supervising Teacher, Thirty-Eighth Yearbook, 1959, The Association of Student Teaching, Iowa State Teachers College, Cedar Falls, Iowa, 1959, p. 88.

⁷¹Jane Griffith Elliott, "Role Perception: The College Coordinator," Teacher Education and the Public Schools, Fortieth Yearbook, 1961, The Association for Student Teaching, 1961, p. 39.

She thinks that perception of the role of supervising teacher begins in the way in which the question, "Will you take a student teacher?" is raised and answered.⁷²

Eisen and Olson see part of the role of the supervising teacher as meeting the needs of the student teacher in relation to classroom experiences. These include such needs as (1) feeling at home in the classroom, (2) knowing how to observe, (3) knowing policies and philosophies of the school, (4) coping with fear, apprehension and uncertainty, (5) being guided and counselled on a variety of matters and (6) evaluation of teaching methods and results in scheduled conferences.⁷³

Gleason sees part of the role of the supervising teacher as that of meeting the needs of student teachers in relation to the school and the community. These aspects of role include supervisory behavior that will help fulfill the student's need for such things as: (1) meeting other teachers and school personnel, (2) observation and participation in faculty meetings, faculty study groups and curriculum committees, (4) responsibility for records and reports, (5) participation in co-curricular activities, (6) to gain acceptance and respect of the community and to meet parents and (7) participation in professional organizations as a guest and an observer.⁷⁴

⁷²Ibid., p. 41.

⁷³Agnes Eisen and Mabel Olson, "Meeting the Needs of Student Teachers: Classroom Experiences," The Supervising Teacher, op. cit., pp. 51-71.

⁷⁴Gerald Gleason, "Meeting the Needs of Student Teachers: School and Community," The Supervising Teacher, op. cit., pp. 72-87.

Ruman and Curtis feel that it is necessary to re-emphasize the significance and the role of the supervising teacher. They feel that emphasis needs to be placed on his (1) academic, (2) professional, (3) personal, and (4) experience, qualifications. They suggest that six years of academic preparation, and five years of superior classroom success coupled with appropriate professional maturity would not be unrealistic minimum qualifications for supervising teachers.⁷⁵

They also feel his supervision of student teachers should not be superimposed upon a regular teaching load. He should expand his experience and insight into the nature of his responsibility and keep abreast of research and thinking in his field. In addition they see him acting as a consultant in the planning of curricula for teacher training institutions.⁷⁶

Andrews suggests that the clarification of the role of the supervising teacher as part of the task of the teacher training institution in addition to providing adequate training for this specific role.⁷⁷

Reed states that the college supervisor must help clarify the role of all persons involved in the student teaching program and that the supervising teacher must have the opportunity to contribute to the

⁷⁵L. Edward Ruman and Dwight K. Curtis, "The Supervising Teacher in Future Teacher Education Programs," The Supervising Teacher, op. cit., pp. 100-101.

⁷⁶Ibid., pp. 113-114.

⁷⁷L. O. Andrews, "The Task Ahead," The Supervising Teacher, op. cit., p. 119.

definitions of these roles as he is the most influential person in the total teacher education program.⁷⁸

C. M. Clarke, editor of the 1961 Yearbook of the Association for Student Teaching, characterizes the tasks of the colleges and public schools as that of searching for a clearer delineation of their respective responsibilities and opportunities and searching for a clearer view of the roles to be played by the persons involved at several points in the contact.⁷⁹

Stoumbis studied varying role expectations for supervising teachers in the University of Oregon Teacher Education Program as revealed by supervising teachers, student teachers, cooperating principals and university supervisors. The study revealed areas of conflicting expectations among groups and within groups in most of the task areas investigated. The study concluded that noticeable differences existed among the elementary and secondary supervising teachers in the manner in which they worked with student teachers. Elementary teachers perceived their role as one of working with the student teacher as a team, whereas secondary supervising teachers viewed their role as that of directing the student teachers experience. Supervising teachers perceived their role largely in terms of the mechanics of inducting the student teacher into his teaching role by instructing him in the

⁷⁸Helen Reed, op. cit., p. 91.

⁷⁹C. M. Clarke (ed.), Teacher Education and the Public Schools, Fortieth Yearbook, 1961, The Association for Student Teaching, p. xiii.

methods, materials, techniques, and understandings required of a teacher.⁸⁰

Student teachers believed the role of the supervising teacher to be that of providing the opportunities for the student teacher to assume greater responsibilities.

⁸⁰George C. Stoumbis, The Role of the Supervising Teacher in the University of Oregon Teacher Education Program, Summary, Unpublished Masters Thesis, University of Oregon, Eugene, 1964, p. 14.

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CHAPTER IV

THE RESEARCH DESIGN

I. INTRODUCTION

Gross, Mason and MacEachern state in Explorations in Role Analysis that "people do not behave in a random manner but that their behavior is influenced to some extent by their own expectations and those of others in the groups or society in which they participate."⁸⁰ These authors also state that "every position is a part of an inclusive system of positions and no one position has any meaning apart from the other positions to which it is related."⁸¹ In Chapter 2, page 18 of this study a reference was also made to Sarbin who stated that "a person cannot enact a role for which he lacks the necessary role expectations," which, he said, "are acquired through experience, either through intentional instruction or incidental learning."⁸² These concepts were then applied to the problem of defining and studying the role of the cooperating teacher and served as the basis for choosing faculty consultants, student teachers and cooperating teachers as alter-groups to study the role of the cooperating teacher.

⁸⁰ Neal Gross, Ward S. Mason, and A. W. MacEachern, Explorations in Role Analysis: Studies of the School Superintendency Role, (New York: John Wiley and Sons, Inc., 1958), pp. 11-17.

⁸¹ Ibid., p. 17.

⁸² Theodore R. Sarbin, "Role Theory," Handbook of Social Psychology, Vol. 1. Theory and Method, Garner Lindsey, (ed.) (Reading, Mass.: Addison-Wesley Publishing Company, Inc., 1954), p. 226.

II. THE SAMPLE

For the purposes of this study, a sample of 230 student teachers was drawn from the population of education students attending the University of Alberta, Edmonton, and who had been assigned student teaching experiences during the second round of the 1965-1966 university year. The final sample consisted of 60 student teachers drawn at random from among the 310 non-degree holding students enrolled in the Elementary Program; all of the 34 degree holding student teachers enrolled in the Elementary Program; 91 student teachers drawn at random from the 340 non-degree holding students enrolled in the Secondary Program; and 45 student teachers drawn at random from the 150 degree holding students enrolled in the Secondary Program in the Faculty of Education. The sample of student teachers did not include students enrolled in the Industrial Arts and the Vocational Education Programs who had also been assigned student teaching experiences during the same period.

A random sample of 150 cooperating teachers was drawn from the population of 600 cooperating teachers in the Edmonton Public and the Separate School Systems who were teaching at the elementary, the junior high and the senior high school levels, and had been assigned student teachers during the second round of the 1965-1966 university year from the University of Alberta, Edmonton.

The sample of faculty consultants for the study consisted of the entire population of 99 faculty consultants, who were engaged by the Division of Student Teaching, University of Alberta, Edmonton,

during the second round of student teaching of the 1965-66 university year, and who were connected with the Elementary and Secondary Programs.

Permission was secured from Dr. H. T. Coutts, Dean of the Faculty of Education and from Dr. S. A. Earl, Director of the Division of Student Teaching, both of the University of Alberta, Edmonton, to use the files of the Division of Student Teaching for the purpose of drawing the samples of faculty consultants, student teachers and cooperating teachers and to secure the necessary addresses. Permission was also secured from the same sources to send the questionnaire to those persons in each of the samples. In addition, permission was sought and received from the Edmonton Public and the Edmonton Separate School Boards to submit the questionnaire to the cooperating teachers who had been drawn in the sample.

The questionnaire prepared for the study, along with a covering letter (see Appendix A), was sent to each of the members of the samples of student teachers, cooperating teachers and the faculty consultants through the regular mail service and returned in the same way in stamped, self-addressed envelopes provided for that purpose. The bulk of the questionnaires to faculty consultants were distributed through the faculty message center services of the Faculty of Education, and were returned through the same services.

The samples used in the study and the percentage of questionnaires returned are shown in Table I. Questionnaires were returned by 76 of

TABLE I

SUMMARY OF THE NUMBER OF QUESTIONNAIRES DISTRIBUTED, THE NUMBER RETURNED, THE NUMBER OF USABLE RETURNS AND THE PERCENTAGES OF USABLE RETURNS BASED ON THE NUMBER DISTRIBUTED

Alter-Group	Population	No. Sent	No. Returned	No. Usable	Per Cent of No. Sent
Faculty Consultants:					
Elementary Program	27	27	18	18	66.7
Secondary Program	72	72	58	56	77.7
	99	99	76	74	74.74
Student Teachers:					
Elementary Program					
Degree Holders	34	34	24	24	70.6
Undergraduates	310	60	43	41	68.3
	344	94	67	65	69.14
Secondary Program					
Degree Holders	150	45	26	25	55.5
Undergraduates	340	91	65	65	71.4
	490	136	91	90	66.17
Cooperating Teachers:					
Elementary School	175	65	40	38	58.4
Junior High School	150	47	38	37	78.7
Senior High School	200	38	24	24	57.8
	525	150	102	99	66.0

the 99 faculty consultants to whom they were sent, and of these, 1 was incomplete and 1 arrived too late to be used in the study, leaving 74 usable questionnaires from the faculty consultants. This represented 74.74 percent of the total number distributed.

The student teacher sample returned 158 out of 230 questionnaires, and of these, 3 were incomplete and could not be used, leaving 155 usable questionnaires, or 67.41 percent of the total number distributed.

The cooperating teachers returned 102 out of 150 questionnaires which were distributed to them. Three of these were incomplete and could not be used, leaving 99 usable questionnaires, or 66.0 percent of the number distributed to this alter-group. Of the grand total of 470 questionnaires which were distributed, a net total of 328 questionnaires, or 69.79 percent of the number distributed, were received in usable form.

Table II provides data concerning sex, level of consultation, subject area of consultation, and total years of experience as a faculty consultant of the responding group of faculty consultants. Forty-four of the faculty consultants, or 59 percent, reported having 1 year of experience in this capacity. Twelve of the faculty consultants, or 16 percent, reported having 2 years of experience. Thus, 75 percent of the faculty consultants reported having 2 years of less experience in this capacity. The group was made up of 58 males and 16 females. There were 18 faculty consultants connected with the Elementary Program and 56 connected with the Secondary Program.

Table III provides data concerning the sex, program, subject

TABLE II

SEX, LEVEL OF CONSULTATION, SUBJECT AREA OF CONSULTATION, AND YEARS OF EXPERIENCE OF THE FACULTY CONSULTANT SAMPLE

Characteristic	Number	N = 74
Sex:		
1. Male	58	
2. Female	16	
Type of Program:		
1. Elementary	18	
2. Secondary	56	
Subject Area of Consultation:		
1. Mathematics	9	
2. Science	12	
3. Language	13	
4. Social Studies	15	
5. Early Childhood	1	
6. Fine Arts	10	
7. Physical Education	4	
8. Educational Administration	1	
9. General (No Specialty)	9	
Total Years Experience as a Faculty Consultant:		
1 Year	44	
2 Years	12	
3 Years	5	
4 Years	2	
5 Years	0	
6 - 8 Years	5	
9 - 12 Years	2	
13 - 19 Years	3	
20 Years or more	1	

TABLE III

SEX, PROGRAM, SUBJECT AREA SPECIALTY, AND QUALIFICATIONS
OF THE STUDENT TEACHER SAMPLE

Characteristic	Number
Sex:	
a. Male	59
b. Female	96
Program:	
a. Elementary	63
b. Secondary	92
Subject Area Specialty:	
a. Mathematics	15
b. Science	28
c. Language	51
d. Social Studies	30
e. Childhood Education	10
f. Fine Arts	7
g. Physical Education	10
h. General (No Specialty)	4
Qualifications:	
a. Degree Holder	51
b. Non-Degree Holder (Undergraduate)	104
TOTAL	155

area specialty and the qualifications of the 155 student teachers in the sample. Thirty-eight percent of the sample were male and 62 percent were female. Forty percent of the sample were registered in the Elementary Program and 60 percent were registered in the Secondary Program. Approximately 28 percent of the sample were specializing in either mathematics or science with the majority specializing in science. Approximately 50 percent of the sample were specializing in language or social studies of which the majority were specializing in language. The remaining portion of the sample either had no specialty or were specializing in childhood education, one of the fine arts, or in physical education.

Table IV provides similar data concerning the cooperating teachers (N = 99). Approximately 50 percent of this group were males. Thirty-eight percent of the group were teaching at the elementary level, 37 percent at the junior high school level, and 24 percent were teaching at the senior high school level. Of the entire group of cooperating teachers, 71 percent had four years or more of teacher education, while 15 percent reported having six years or more of teacher education, and only 6 percent reported having one year of teacher education. Thirty-three percent reported having one year of experience as a cooperating teacher; 52 percent reported having 2 to 4 years of experience as a cooperating teacher, while 14 percent reported having 5 years or more of experience in this capacity. Ten percent of the group reported having 2 years or less teaching experience; 44 percent reported having

TABLE IV

SEX, TEACHING LEVEL, SUBJECT AREA SPECIALTY, YEARS OF TEACHER
EDUCATION, YEARS OF EXPERIENCE AS A COOPERATING TEACHER,
AND TOTAL YEARS OF TEACHING EXPERIENCE OF THE
COOPERATING TEACHER SAMPLE

Characteristic	Number	Characteristic	Number
Sex:		Total Years Experience as a Cooperating Teacher:	
a. Male	49	a. One Year	33
b. Female	40	b. Two Years	12
Teaching Level:		c. Three Years	26
a. Elementary School	38	d. Four Years	14
b. Junior High School	37	e. Five Years	5
c. Senior High School	24	f. Six - Eight Years	8
Subject Area Specialty:		g. Nine - Twelve Years	1
a. Mathematics	18	h. Thirteen - Nineteen Years	0
b. Science	17	i. Twenty Years or more	0
c. Language	35	Total Years of Teaching Experience:	
d. Social Studies	12	a. One Year	1
e. Commercial or Fine Arts	2	b. Two Years	9
f. Physical Education	6	c. Three Years	10
g. General (No Specialty)	8	d. Four Years	7
Years of Teaching Education: (Completed)		e. Five - Eight Years	27
a. One Year	6	f. Nine - Twelve Years	13
b. Two Years	10	g. Thirteen - Eighteen Years	17
c. Three Years	12	h. Nineteen - Twenty-five Years	11
d. Four Years	36	i. Twenty-six Years or more	4
e. Five Years	20		
f. Six Years	6		
g. More than six years	9	TOTAL	99

3 to 8 years of teaching experience; while 45 percent reported having 9 years or more of teaching experience.

III. THE INSTRUMENT

The questionnaire was prepared on the basis of (1) the available literature on the role of the cooperating teacher, (2) consultations with the Director and several of the Assistant Directors of the Division of Student Teaching, University of Alberta, Edmonton, (3) consultations with student teachers, faculty consultants and cooperating teachers, and (4) consultations with two members of the Department of Educational Administration, University of Alberta, Edmonton.

The instrument, as it was finally used in the study, underwent a number of revisions both before and after its submission to small pilot study groups of graduate students in the Department of Educational Administration, University of Alberta, Edmonton; student teachers at the same university; and cooperating teachers connected with the University of Alberta's student teaching program. The 36 people in these three groups responded to the items in the pilot questionnaire and offered constructive criticism about the nature, clarity and scope of the expectation and perception items. A copy of the instrument appears in Appendix A.

The questionnaire in its completed form contained two parts as described briefly below:

Part I of the questionnaire presented a list of 42 expectation items relating to (1) orientation, (2) directed observation, (3) planned participation, (4) guiding the student teacher in planning, (5) lesson presentation, and (6) evaluation, which for the purposes of this study were considered task areas of the cooperating teacher. These expectation items referred to activities in which the cooperating teacher might be expected to engage with respect to his relationship with the student teacher, and about which the members of the alter-groups were assumed to hold legitimate expectations. Each respondent was asked to indicate the direction and intensity of his expectations on each item by circling one of the abbreviations SA, A, MA, MD, D, or SD, corresponding respectively to one of a six-category continuum of responses: Strongly Agree, Agree, Mildly Agree, Mildly Disagree, Disagree, or Strongly Disagree.

Part II of the questionnaire contained 42 behavioral items--the counterparts of the 42 expectation items in Part I of the questionnaire. Each faculty consultant and student teacher in the sample was asked to indicate if he had observed cooperating teachers, on the whole, behaving in the manner described in each of the items and was asked to indicate the nature of his observation by circling YES, or NO, and to circle CA, corresponding to Cannot Answer, if he could not answer the question. Each cooperating teacher in the sample was asked whether he saw himself behaving in the manner

described in each of the items, and was asked to indicate this by circling YES or NO, and to circle CA (Cannot Answer) if he could not answer the question.

In scoring Part I of the questionnaire, the numbers 1, 2, 3, 4, 5, and 6, were assigned respectively to the responses: Strongly Agree, Agree, Mildly Agree, Mildly Disagree, Disagree, and Strongly Disagree. From this scale, which is assumed to be an interval scale, the mean, standard deviation, and the variance were calculated for each item in each task area for each alter-group as well as for the sub-groups (Elementary Program and Secondary Program) of faculty consultants and student teachers, and for the sub-groups (Elementary, Junior High School and Senior High School) of the cooperating teachers. In addition, frequency response distributions were calculated for each item in each task area for each alter-group and sub-group and for certain parts of the analysis, percentage distribution of responses was also calculated for each item for each task area for each alter-group and sub-group.

In scoring part II of the questionnaire, only the frequency response distribution was used and this did not include CA (Cannot Answer) responses. No weights were given to the YES and NO responses.

IV. TESTING OF HYPOTHESES

In this section, each hypothesis (or group of hypotheses) will be presented and a brief description given of the step(s) involved in the treatment of that hypothesis (or group of hypotheses).

Within-Group Consensus on Expectations

Hypothesis 1.1: There are different degrees of consensus in the expectations of faculty consultants on the items of each task area relating to the role of the cooperating teacher.

1.2: There are different degrees of consensus in the expectations of student teachers on the items of each task area relating to the role of the cooperating teacher.

1.3: There are different degrees of consensus in the expectations of cooperating teachers on the items of each task area relating to the role of the cooperating teacher.

The treatment of the hypothesis relating to each of the alter-groups involved four basic steps as follows:

1. Calculation of the variance for each expectation item in each of the task areas for each of the alter-groups.

2. The tabular presentation of the variances and the ranks of the variances for the items in each of the task areas for each alter-group to indicate the relative degree of consensus on each item.

3. Calculation of the percentage distribution of responses for the items in each task area.

4. Preparation of a graphical representation of the percentage frequency distribution of responses of the two items in each task area which the variance scores indicated relatively high and relatively low consensus for a particular alter-group.

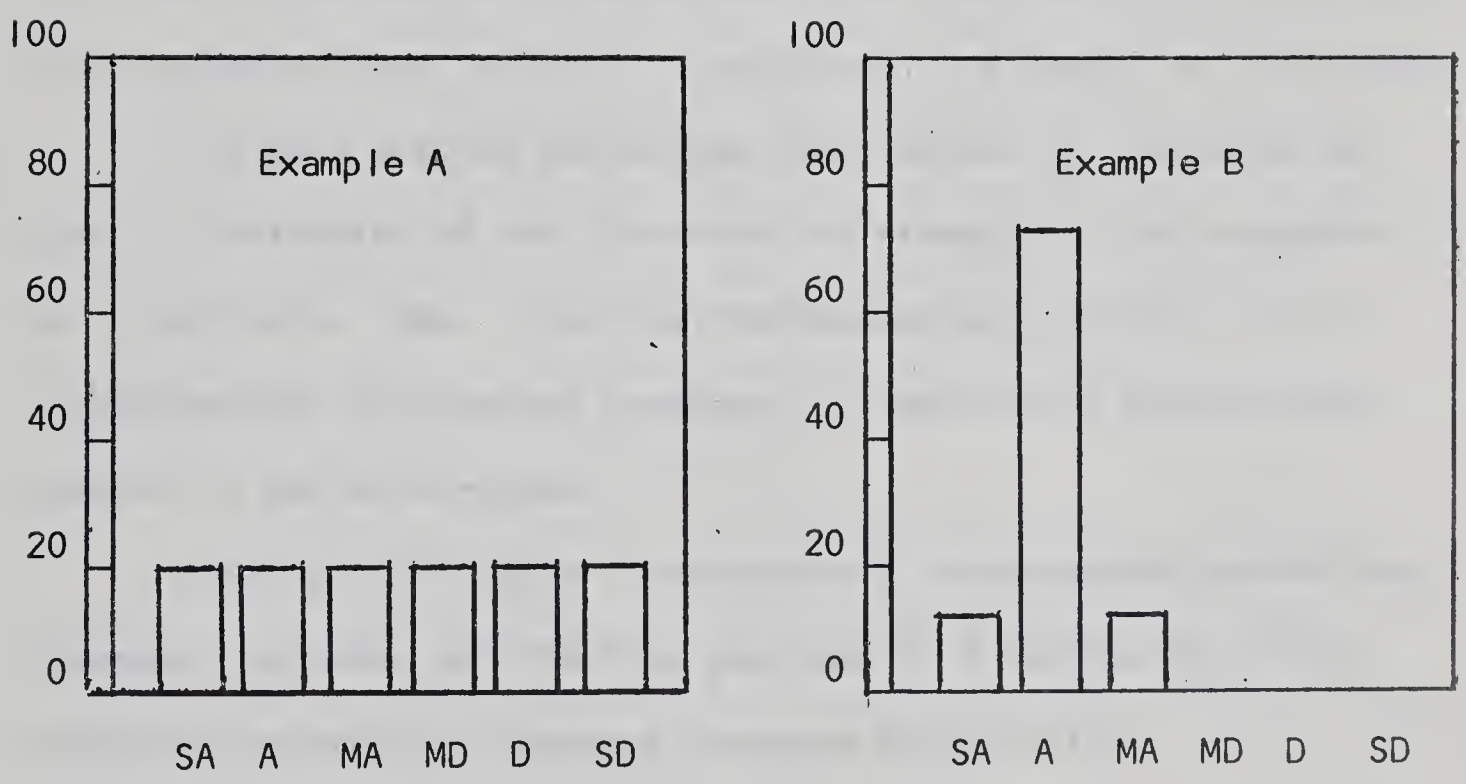


FIGURE I

HYPOTHETICAL EXAMPLES OF PERCENTAGE FREQUENCY RESPONSE DISTRIBUTIONS TO TWO EXPECTATION ITEMS

The ranks of variance scores of an alter-group for the items within a particular task area are used to indicate relative degrees of consensus of that alter-group for the items in that task area. The variance may be defined as the sum of the squares of deviations of scores about the mean divided by N , the number of responses. The square root of the variance score gives the standard deviation. A relatively low variance score indicates a relatively high degree of consensus on an item; while a relatively high variance score indicates a relatively low degree of consensus.

The mean and the percentage distribution of responses can give an indication of the direction and strength of the responses on a particular item. Graphical representations may also aid in understanding within-group consensus or conflict of expectations present in any alter-group.

Example A of Figure 1 represents a low-consensus percentage frequency response distribution and example B represents a high-consensus percentage frequency response distribution.

Between-Group Consensus on Expectations

Hypothesis 2.1: There is a lack of consensus between faculty consultants and student teachers on each of the expectation items in each of the task areas relating to the role of the cooperating teacher.

2.2: There is a lack of consensus between faculty consultants and cooperating teachers on each of the expectation items in each of the task areas relating to the role of the cooperating teacher.

- 2.3: There is a lack of consensus between student teachers and cooperating teachers on each of the expectation items in each of the task areas relating to the role of the cooperating teacher.

The treatment of the hypothesis relating to each of the alter-groups involved two basic steps as follows:

1. Comparison of the cumulative response distributions of each of the three pairs of alter-groups using the Kolmogorov-Smirnov two-sample test.⁸³

2. For those items on which the responses are shown to be significantly different according to the Kolmogorov-Smirnov two-sample test, reference is made to the respective variance and mean scores as well as to the percentage distribution of responses in order to indicate whether the difference is one of intensity or direction of responses.

According to Siegel, "The Kolmogorov-Smirnov two-sample test is a test of whether two independent samples have been drawn from the same population (or from populations with the same distribution of the variable(s) under study). The two tailed test is sensitive to any kind of difference in the distributions from which the two samples are drawn--differences in location

⁸³Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences, (New York: McGraw-Hill Book Company, Inc., 1956), pp. 127-136.

(central tendency), in dispersion, in skewness, etc."⁸⁴ The two-sample test is concerned with agreement between two cumulative distributions, or sets of sample values. If the two samples being compared, (e.g. faculty consultants and student teachers), have been drawn from the same population distribution, then the cumulative distributions of both samples should show only random deviations from the population distribution. If the differences between the two cumulative distributions is "too great" at any point, this suggests that the two samples come from different populations, and is evidence for rejecting H_0 .

In using this test, the maximum difference, D_{\max} , is found between the two distributions being compared. If this difference is larger than that expected with just random deviations, the two samples are considered to have been drawn from different populations. Table V gives the critical values of D_{\max} and chi-square for the comparison of response distributions of each of the pairs of alter-groups.

The level of significance was set a priori at .05. In setting this level of significance, the writer was guided by Sellitz et al. who claim that in the social sciences it is more or less conventional to accept the hypothesis when the statistical analysis indicates that the observed difference would not occur

⁸⁴ Ibid., p. 127.

TABLE V

CRITICAL VALUES OF D_{\max} AND CHI-SQUARE FOR THE COMPARISONS OF THE
EXPECTATION RESPONSE DISTRIBUTIONS OF TWO ALTER-GROUPS

Level of Significance	D_{\max} For Compared Groups			Comparable Values of χ^2		
	FC-ST	FC-CT	ST-CT	FC-ST	FC-CT	ST-CT
.05	.1922	.2089	.1750	7.6594	6.37053	7.46900
.01	.2303	.3406	.2097	10.68020	23.67527	10.67604

FC = Faculty Consultant; ST = Student Teacher; CT = Cooperating Teacher

Note: Critical values of D_{\max} for the comparison of any two groups is computed from the following formulas:

$$.05 \text{ level} = 1.36 \sqrt{\frac{n_1 + n_2}{n_1 n_2}} ; \quad .01 \text{ level} = 1.63 \sqrt{\frac{n_1 + n_2}{n_1 n_2}}$$

where n_1 and n_2 are the number of respondents in group 1 and group 2 respectively.

more than 5 times out of 100 by chance alone. In the event that the statistical analysis indicates that the difference between the two samples might have occurred by chance more than 5 times out of 100, the null hypothesis is not rejected.⁸⁵

Because none of the above hypotheses predict the direction of the difference, a two-tailed test of the D_{\max} difference was employed in the statistical treatment. The critical values of D_{\max} and chi-square shown on Table V for the comparison of the response distributions of two alter-groups are those for a two-tailed test.

Between Sub-Group Consensus on Expectations

- Hypothesis 3.1: There is a lack of consensus between the expectations of faculty consultants engaged in the Elementary Program and those engaged with the Secondary Program on the items of each task area related to the role of the cooperating teacher.
- 3.2: There is a lack of consensus between the expectations of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program on the items in each task area relating to the role of the cooperating teacher.
- 3.3: There is a lack of consensus between the expectations of cooperating teachers who teach at the Elementary level, those who teach at the Junior High School level, and those who teach at the Senior High School level, on the items of each task area relating to the role of the cooperating teacher.

⁸⁵Claire Sellitz, Marie Jahoda, Morton Deutsch, and Stuart W. Cook, Research Methods in Social Relations, (New York: Holt, Rinehart and Winston, 1959), p. 418.

TABLE VI

CRITICAL VALUES OF D_{\max} FOR THE COMPARISON OF THE
EXPECTATION RESPONSE DISTRIBUTIONS OF
SUB-GROUPS WITHIN EACH ALTER-GROUP

Level of Significance	D_{\max} for Compared Sub-Groups				
	FC-EP/FC-SP	ST-EP/ST-SP	CT-E/CT-JH	CT-E/CT-SH	CT-JH/CT-SH
.05	.3684	.2223	.3144	.3545	.3563
.01	.4415	.2665	.3668	.4249	.4270

FC-EP/FC-SP: Faculty Consultant engaged in the Elementary Program compared with Faculty Consultant engaged in the Secondary Program.

ST-EP/ST-SP: Student Teachers enrolled in the Elementary Program compared with Student Teachers enrolled in the Secondary Program.

CT-E/CT-JH: Cooperating Teachers teaching at the Elementary Level compared with Cooperating Teachers teaching at the Junior High School Level.

CT-E/CT-SH: Cooperating Teachers teaching at the Elementary Level compared with Cooperating Teachers teaching at the Senior High School Level.

CT-JH/CT-SH: Cooperating Teachers teaching at the Junior High School Level compared with Cooperating Teachers teaching at the Senior High School Level.

Note: Critical values of D_{\max} above for the comparison of any two groups are computed from the following formulas:

$$.05 \text{ level} = 1.36 \sqrt{\frac{n_1 + n_2}{n_1 n_2}} \quad ; \quad .01 \text{ level} = 1.63 \sqrt{\frac{n_1 + n_2}{n_1 n_2}}$$

where n_1 and n_2 are the number of respondents in the respective sub-groups of each alter-group.

Treatment of the hypothesis relating to each of the alter-groups involved the same two basic steps as those involved in the treatment of hypotheses 2.1, 2.2, and 2.3 which were:

1. Comparison of the cumulative response distributions of each of the pairs of sub-groups using the Kolmogorov-Smirnov two-sample test.
2. For those items on which the responses are shown to be significantly different according to the above test, reference is made to the variance and mean scores as well as to the percentage distribution of responses in order to indicate whether the difference is one of intensity or direction of responses.

The level of significance was set a priori at .05 in interpreting the results of the Kolmogorov-Smirnov two-sample test for these hypotheses. The critical values at the .05 and the .01 level for this test of significance are shown in Table VI.

Within-Group Comparison of Expectations and Perceptions

- Hypothesis 4.1: There is a significant difference between the expectations and perceptions of faculty consultants on the items of each task area.
- 4.2: There is a significant difference between the expectations and perceptions of student teachers on the items of each task area.
- 4.3: There is a significant difference between the expectations and perceptions of cooperating teachers on the items of each task area.

Treatment of the hypothesis relating to each of the alter-groups involved four basic steps as follows:

1. Dichotomizing the expectation response categories into Strongly Agree, Agree, and Mildly Agree versus Mildly Disagree, Disagree, and Strongly Disagree, and on this basis preparing an expectation response distribution for each alter-group on each item. In the preparation of the data for this dichotomy, if a respondent circled CA (Cannot Answer) on a particular item in Part II of the questionnaire (Perceptions), his response to the related item in Part I of the questionnaire (Expectations), was arbitrarily excluded from the dichotomized expectation response distribution above in order that the samples being compared for each particular pair of expectation and perception items be the same.

2. Preparing 2 X 2 contingency tables for each alter-group, using the dichotomized expectation response distribution described above, and the distribution of YES and NO perception responses from Part II of the questionnaire.

3. Calculating values of chi-square for each contingency table above and comparing these with the critical value of chi-square for one degree of freedom at the .05 level of significance.

4. Indicating the strength and direction of expectations and perceptions which were significantly different by reference to the percentage distribution of responses for those items.

Between-Group Comparison of Perceptions

Hypothesis 5.1: There is a significant difference between the perceptions of faculty consultants and student teachers regarding the behavior of the cooperating teacher on the items in each task area.

5.2: There is a significant difference between the perceptions of faculty consultants and cooperating teachers regarding the behavior of the cooperating teacher on the items in each task area.

5.3: There is a significant difference between the perceptions of student teachers and cooperating teachers regarding the behavior of the cooperating teacher on the items of each task area.

1. Preparing a distribution of YES and NO responses for Part II of the questionnaire for each of the alter-groups being compared and entering these into 2 X 2 contingency tables.

2. Calculating values of chi-square for each contingency table above and comparing these with the critical value of chi-square for one degree of freedom at the .05 level of significance.

3. Indicating the strength and direction of perceptions which were significantly different by reference to the percentage distribution of responses for those items.

Between Sub-Group Comparison of Perceptions

Hypothesis 6.1: There is a significant difference between the perceptions of the behavior of cooperating teachers as reported by faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program.

6.2: There is a significant difference between the perceptions of the behavior of the cooperating teachers as reported by student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program.

- 6.3: There is a significant difference between the self-perceptions of their behavior as a cooperating teacher as reported by those who teach at the elementary level, those who teach at the junior high level, and those who teach at the senior high school level.

The treatment of the hypotheses relating to each of the alter-groups for each of the task areas involved the same three basic steps as those described for the treatment of Hypotheses 5.1, 5.2, and 5.3, except that the responses of the sub-groups of each alter-group are used instead of those of the alter-groups. The steps of the procedure are as follows:

1. Preparing a distribution of YES and NO responses for Part II of the questionnaire for each of the sub-groups being compared and entering these into 2 X 2 contingency tables.
2. Calculating values of chi-square of each contingency table above and comparing these with the critical values of chi-square for one degree of freedom at the .05 level of significance.
3. Indicating the strength and direction of the perceptions which were significantly different by referring to the percentage distribution of responses for those items.

LIST OF REFERENCES - CHAPTER IV

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2. Sarbin, Theodore R., "Role Theory," Handbook of Social Psychology, Vol. 1. Theory and Method, Garner Lindsey, (ed.), Reading, Mass." Addison-Wesley Publishing Company, Inc., 1954, p. 226.
3. Sellitz, Claire, Marie Jahoda, Morton Deutsch, and Stuart W. Cook, Research Methods in Social Relations, New York: Holt, Rinehart and Winston, 1959, p. 418.
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CHAPTER V

ORIENTATION

The purpose of this chapter is to present an analysis of the expectations and perceptions of faculty consultants, student teachers and cooperating teachers for the role of the cooperating teacher in the task area of "Orientation." This analysis is a test of Hypotheses 1.1 through 6.3, as they relate to this task area and is presented in six sections, as follows: (1) Within-Group Consensus on Expectations, (2) Between-Group Consensus on Expectations, (3) Between Sub-Group Consensus on Expectations, (4) Within-Group Comparison of Expectations and Perceptions, (5) Between-Group Comparison of Perceptions, and (6) Between Sub-Group Comparison of Perceptions. Items 1 through 6 of Parts I and II of the questionnaire deal with expectations and perceptions in this task area.

1. WITHIN-GROUP CONSENSUS OF EXPECTATIONS

The following analysis is a test of Hypotheses 1.1, 1.2, and 1.3. The variance scores of the alter-groups on each item of the task area are investigated to determine the relative extent of within-group consensus in expectations on the items of this task area.

Expectations of Faculty Consultants

Hypothesis 1.1: There are different degrees of consensus in the expectations of faculty consultants for the role

TABLE VII

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF FACULTY CONSULTANTS
IN THE TASK AREA OF "ORIENTATION"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES								Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SUM SA+A+MA	SUM MD+D+SD				
1	27	48	18	1	5	0	94	6	.9801	3	2.09	2
2	31	38	23	4	4	0	69	8	1.0690	5.5	2.12	3
3	30	50	12	4	4	0	92	8	.9409	2	2.03	1
4	3	22	46	16	12	1	71	29	1.0690	5.5	3.18	6
5	14	43	31	8	5	1	86	14	.8649	1	2.41	5
6	22	39	30	3	5	0	92	8	1.0404	4	2.28	4

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree

^a: See Chapter 4; Hypotheses 1,1-1.3: within-group consensus on expectations.

of the cooperating teacher on items in the task area of "Orientation."

The variance scores of faculty consultants along with their ranks for the items in this task area are shown in Table VII to illustrate the relative extent of within-group consensus. In terms of the ranked variance scores, faculty consultants expressed the highest relative degree of consensus in item 5, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with the general aspects of the community being served by the school," on which the variance score was .8649. The same table also shows that faculty consultants had a mean response score of 2.41 and that 86 percent of the alter-group expressed agreement with the item.

In terms of the ranked variance scores, faculty consultants showed relatively low consensus scores of 1.0690 on each of two items: item 2, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with the basic philosophy or objectives of the school," and on item 4, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with some aspects of the teachers' professional organization." Table VII shows that the mean response scores of faculty consultants on items 2 and 4, above, were 2.12 and 2.41, respectively; and that 69 percent and 71 percent, respectively, of the faculty consultants expressed agreement with the expectation item.

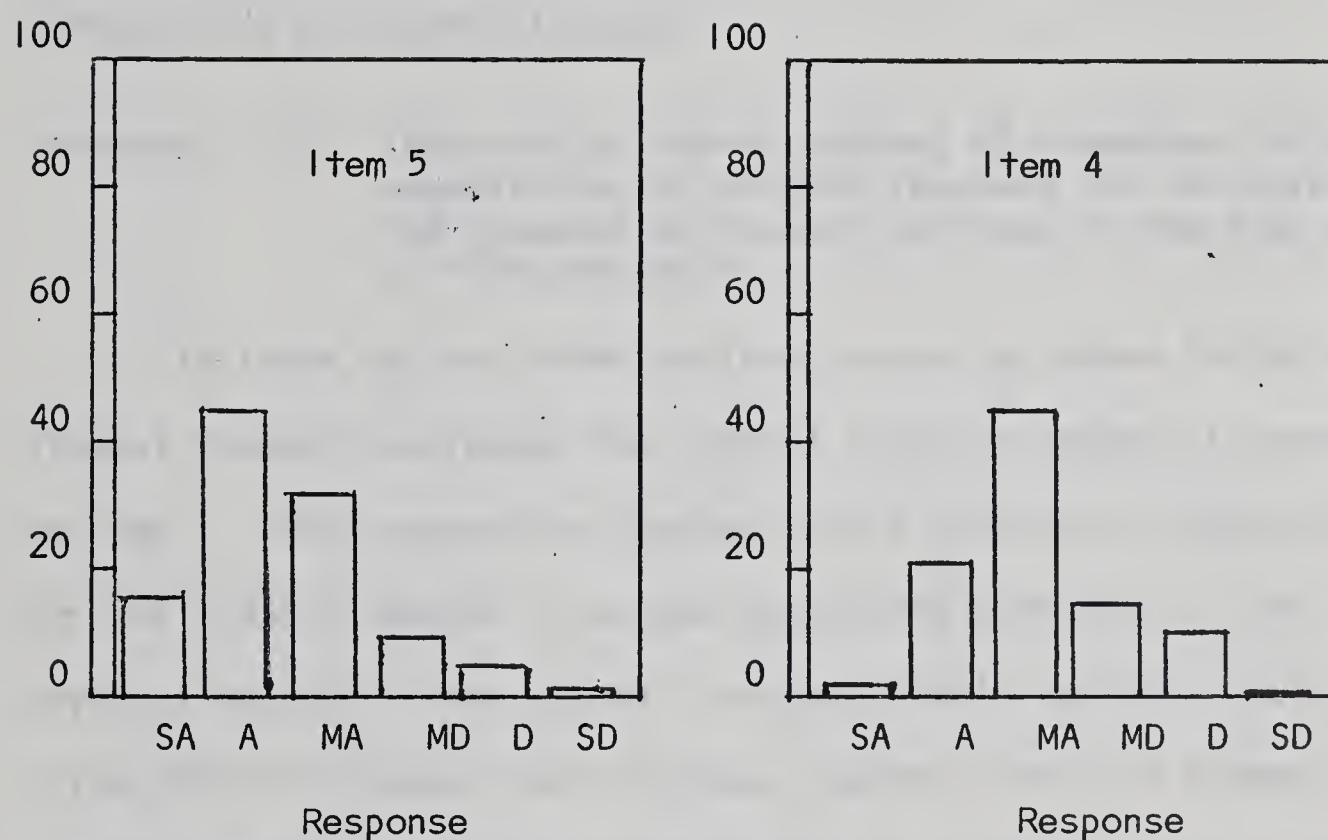


Figure 2

FACULTY CONSULTANTS' RESPONSES TO ITEM 5, "PROVIDE AN OPPORTUNITY FOR THE STUDENT TEACHER TO BECOME ACQUAINTED WITH THE GENERAL ASPECTS OF THE COMMUNITY BEING SERVED BY THE SCHOOL" AND ITEM 4, "PROVIDE AN OPPORTUNITY FOR THE STUDENT TEACHER TO BECOME ACQUAINTED WITH SOME ASPECTS OF THE TEACHERS' PROFESSIONAL ORGANIZATION."

Figure 2 illustrates the percentage frequency distribution of responses on item 5, on which faculty consultants expressed the highest relative degree of consensus; and item 4, arbitrarily chosen from the two items with equal variance, on which the faculty consultants expressed the lowest relative degree of consensus on the items in this task area.

Expectations of Student Teachers

Hypothesis 1.2: There are different degrees of consensus in the expectations of student teachers for the role of the cooperating teacher on items in the task area of "Orientation."

In terms of the ranked variance scores as shown in Table VIII student teachers expressed the highest relative degree of consensus on item 1, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with most of the physical aspects of the school," on which their variance score was .5184. Table VIII shows that the mean response score of student teachers on this item was 1.81 and that 98 percent of the student teachers expressed agreement with the expectation item. Student teachers expressed the second highest relative degree of consensus for items in this task area on item 2, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with the basic philosophy or objectives of the school," on which their variance score was .6400. Table IX indicates that the mean response of student teachers on this item was 1.99 and that 96 percent of this alter-group expressed agreement with the expectation.

TABLE VIII

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN AND MEAN RANK
OF EXPECTATION RESPONSES OF STUDENT TEACHERS
IN THE TASK AREA OF "ORIENTATION"

Item - No.	PERCENTAGE DISTRIBUTION OF RESPONSES								Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SUM SA+A+MA	SUM MD+D+SD				
1	34	53	11	1	1	0	98	2	.5329	1	1.81	1
2	28	48	20	4	1	0	96	4	.6400	2	1.99	4
3	40	41	15	3	1	0	96	4	.7569	3	1.85	2
4	5	31	45	10	8	1	81	19	.9801	5	2.87	6
5	15	49	29	4	3	1	92	8	.8281	4	2.32	5
6	37	43	14	3	3	1	93	7	1.0609	6	1.96	3

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree
^a: See Chapter 4; Hypotheses 1.1-1.3: **within-group** consensus on expectations.

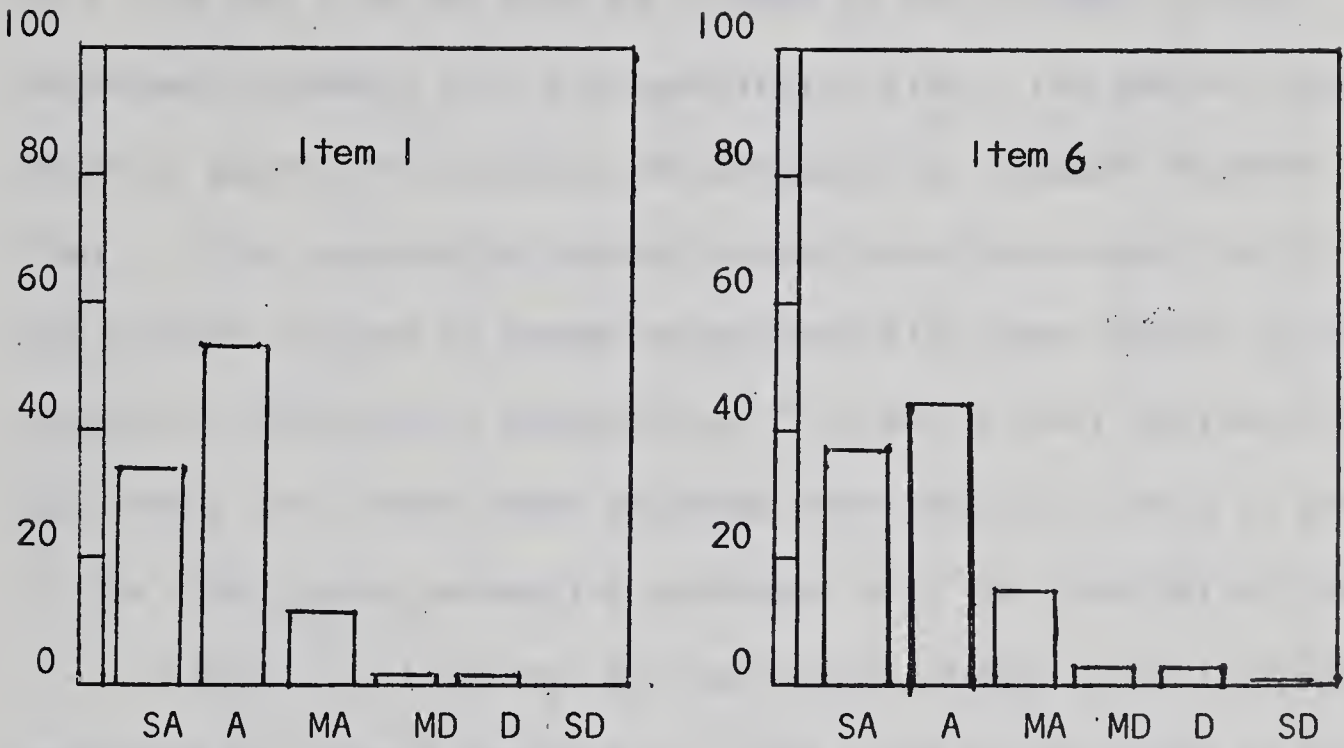


Figure 3

STUDENT TEACHERS' RESPONSES TO "PROVIDE AN OPPORTUNITY FOR THE STUDENT TEACHER TO BECOME ACQUAINTED WITH MOST OF THE PHYSICAL ASPECTS OF THE SCHOOL," AND "PROVIDE AN OPPORTUNITY FOR THE STUDENT TEACHER TO BECOME ACQUAINTED WITH THE SCHOLASTIC RECORDS OF THE STUDENTS WITH WHOM HE WILL BE WORKING."

In terms of ranked variance scores, student teachers expressed the lowest relative degree of consensus on item 6, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with the scholastic records of the student with whom he will be working," on which their variance score was 1.0609. Table VIII indicates that the mean response of student teachers on this item was 1.96 and that 93 percent of the student teachers expressed agreement with the expectation item. The second lowest relative degree of consensus was expressed by student teachers on item 4, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with some aspects of the teachers' professional organization," on which their variance score was .9801; while their mean response score was 2.97, with 81 percent of the alter-group expressing agreement with the expectation item.

Figure 3 illustrates the percentage frequency distribution of responses of student teachers on items 1 and 6, the items in this task area on which student teachers demonstrated, respectively, the highest and lowest relative degrees of consensus.

Expectations of Cooperating Teachers

Hypothesis 1.3: There are different degrees of consensus in the expectations of cooperating teachers for the role of the cooperating teacher on the items in the task area of "Orientation."

The variance scores of cooperating teachers for the items in this task area, along with the ranks of these scores, are shown in

TABLE IX

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN AND MEAN RANK
OF EXPECTATION RESPONSES OF COOPERATING TEACHERS
IN THE TASK AREA OF "ORIENTATION"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES								Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SUM SA+A+MA	SUM MD+D+SD				
1	38	51	10	0	1	0	99	1	.5184	1	1.75	1
2	18	49	27	2	4	0	94	6	.8281	2.5	2.25	4
3	19	62	12	2	5	0	93	7	.8281	2.5	2.12	2
4	6	19	42	14	19	0	67	33	1.2996	6	3.21	6
5	14	53	23	6	4	0	90	10	.8640	4	2.33	5
6	28	46	15	8	3	0	89	11	1.0201	5	2.12	3

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree.

^a: See Chapter 4; Hypotheses 1.1-1.3: within -group consensus on expectations.

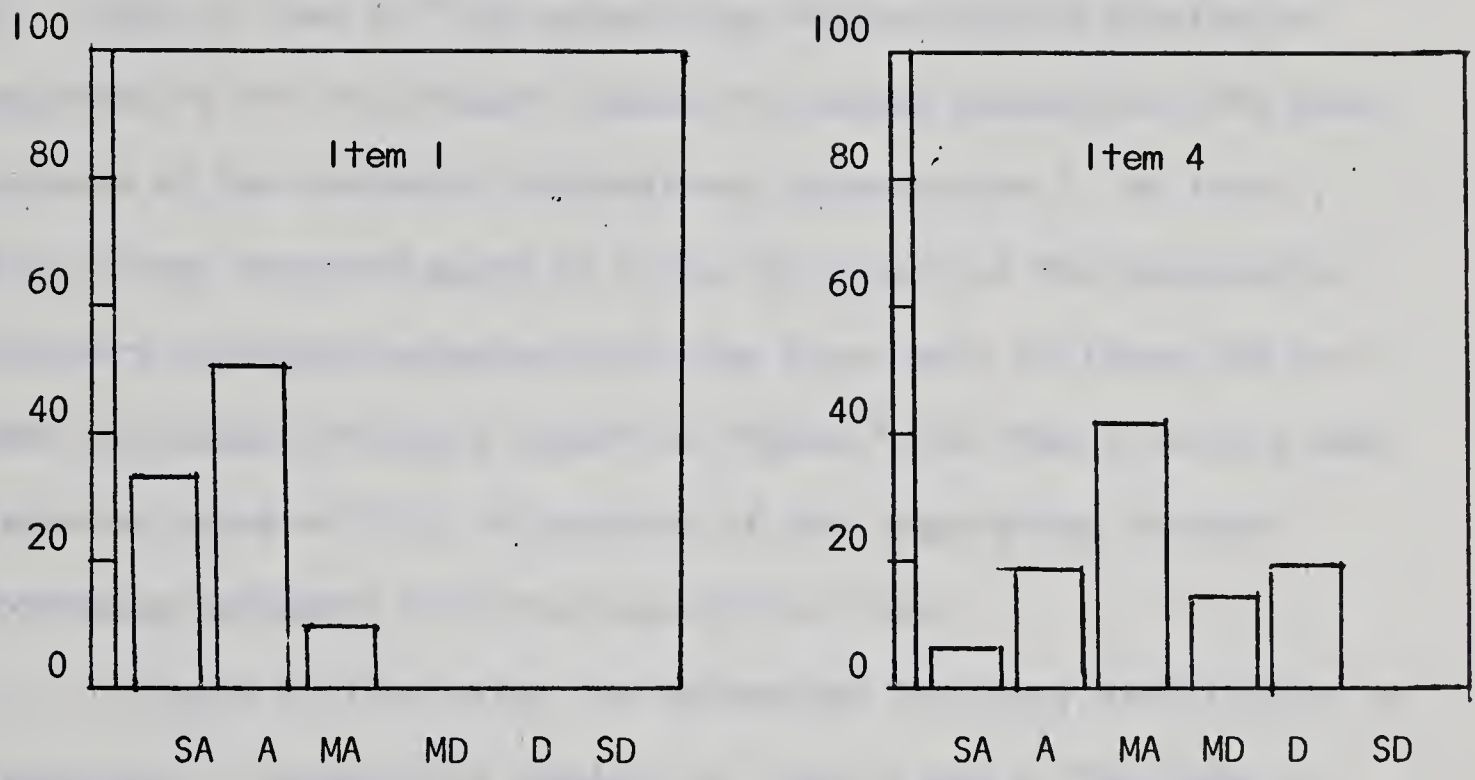


Figure 4

COOPERATING TEACHERS' RESPONSES TO "PROVIDE AN OPPORTUNITY FOR THE STUDENT TEACHER TO BECOME ACQUAINTED WITH MOST OF THE PHYSICAL ASPECTS OF THE SCHOOL," AND "PROVIDE AN OPPORTUNITY FOR THE STUDENT TEACHER TO BECOME ACQUAINTED WITH SOME ASPECTS OF THE TEACHERS' PROFESSIONAL ORGANIZATION"

Table IX to illustrate the relative extent of within-group consensus in the expectations of cooperating teachers. The variance scores of cooperating teachers range from a relatively high consensus score of .5184 on item 1, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with most of the physical aspects of the school," to a relatively low consensus score of 1.2996 on item 4, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with some aspects of the teachers' professional organization." On item 1, with a mean response score of 1.75, 96 percent of the cooperating teachers expressed agreement with the item, and, of these, 86 percent responded "Strongly Agree" or "Agree." On item 4, with a mean response score of 3.21, 66 percent of the cooperating teachers expressed agreement with the expectation item.

Figure 4 illustrates the percentage frequency distribution of responses of cooperating teachers on items 1 and 4, the items in this task area on which cooperating teachers demonstrated, respectively, the highest and lowest relative degrees of consensus.

Summary and Conclusions

In terms of the ranked variance scores, student teachers and cooperating teachers expressed the highest relative degrees of consensus on item 1, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with most of the

physical aspects of the school," while faculty consultants expressed the highest relative degree of consensus on item 5, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with general aspects of the community being served by the school."

Student teachers expressed the lowest relative degree of consensus on item 2, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with the basic philosophy or objectives of the school," and on item 4, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with some aspects of the teachers' professional organization," on which the variance ranks were equal. Cooperating teachers as well expressed the lowest relative degree of consensus on item 4, above. Faculty consultants expressed the lowest relative degree of consensus on item 6, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with scholastic records of the students with whom he will be working."

Using ranked variance scores as a means of determining relative degrees of consensus within alter-groups on the items in a task area, it may be concluded, generally, that Hypotheses 1.1, 1.2, and 1.3 are supported; that is, that there are different degrees of consensus within each of the alter-groups for the items in the task area of "Orientation."

TABLE X

RANKED VARIANCE SCORES OF THE ALTER-GROUPS FOR THE
TASK AREA OF ORIENTATION

Item		Variance Scores			Ranks		
No.	FC	ST	CT	FC	ST	CT	
1	.9801	.5329	.5184	3	1	1	
2	1.0690	.6400	.8281	5.5	2	2.5	
3	.9409	.7569	.8281	2	3	2.5	
4	1.0690	.9801	1.2996	5.5	5	6	
5	.8649	.8281	0.8649	1	4	4	
6	1.0404	1.0609	1.0201	4	6	5	

FC = Faculty Consultant, ST = Student Teacher, CT = Cooperating Teacher

II. BETWEEN-GROUP CONSENSUS ON EXPECTATIONS

The purpose of this section is to present Hypotheses 2.1, 2.2, and 2.3 and to discuss them as they relate to the task area of "Orientation," and to discuss the findings.

In general, it was hypothesized that there is a lack of consensus between each of the possible pairs of alter-groups (faculty consultants and student teachers, faculty consultants and cooperating teachers, and student teachers and cooperating teachers) on each of the expectation items in each of the task areas relating to the role of the cooperating teacher.

The procedure used in the treatment of the hypothesis involved two basic steps: (1) Comparison of the cumulative response distributions of each of the three pairs of alter-groups using the Kolmogorov-Smirnov two-sample test, and (2) Calculation of the mean responses and ranks of the means for the items in each task area for each alter-group and the tabular presentation of these values in order to indicate the direction and strength of the expectation responses. The critical values for the Kolmogorov-Smirnov two-sample test are given in Table V, Chapter IV, along with a discussion of the nature of the test itself.

Expectations of Faculty Consultants and Student Teachers

Hypothesis 2.1: There is a lack of consensus between faculty consultants and student teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Orientation."

TABLE XI

COMPARISON OF THE EXPECTATIONS OF THE ALTER-GROUPS IN THE
TASK AREA OF ORIENTATION

Item	Group	Frequency						D _{max} , Chi-Square and Sig. Level for Compared Groups		
		SA	A	MA	MD	D	SD	FC - ST	FC - CT	ST - CT
1	FC	20	36	13	1	4	0	0.114	0.132	0.042
	ST	53	82	17	2	1	0	2.61339	2.9573	2.61339
	CT	36	50	10	0	1	0	N.S.	N.S.	N.S.
2	FC	23	28	17	3	3	0	0.079	0.129	0.102
	ST	44	75	31	4	1	0	1.23626	2.81845	2.5167
	CT	18	48	27	2	4	0	N.S.	N.S.	N.S.
3	FC	22	37	9	3	3	0	0.103	0.105	0.208
	ST	62	63	24	4	2	0	2.11325	1.88097	10.46302
	CT	76	13	10	0	0	0	N.S.	N.S.	<u>.05</u>
4	FC	2	16	34	12	9	1	0.118	0.057	0.146
	ST	8	48	70	15	13	1	2.79189	0.54618	5.16779
	CT	6	19	41	14	19	0	N.S.	N.S.	N.S.
5	ST	23	76	45	6	4	1	0.058	0.086	0.030
	FC	11	32	23	6	2	0	0.6653	1.2474	0.21810
	CT	14	52	23	6	4	0	N.S.	N.S.	N.S.
6	FC	17	29	22	2	4	0	0.172	0.166	0.085
	ST	57	66	21	5	4	2	5.92209	2.26954	1.74240
	CT	28	45	15	8	3	0	N.S.	N.S.	N.S.

FC=Faculty Consultant, ST=Student Teacher, CT=Cooperating Teacher,
SA=Strongly Agree, A=Agree, MA=Mildly Agree, MD=Mildly Disagree,
D=Disagree, SD=Strongly Disagree, N.S.=Not Significant.

Table XI indicates there there is no significant difference between the expectations of faculty consultants and student teachers for the role of the cooperating teacher on any of the items in the task area of "Orientation." The findings of the study, therefore, do not support Hypothesis 2.1; and the conclusion is that there is consensus between faculty consultants and student teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Orientation."

Expectations of Faculty Consultants and Cooperating Teachers

Hypothesis 2.2: There is a lack of consensus between faculty consultants and cooperating teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Orientation."

Table XI indicates that there is no significant difference between the expectations of faculty consultants and cooperating teachers on any of the items in this task area. The findings of the study, therefore, do not support Hypothesis 2.2; and the conclusion is that there is consensus between faculty consultants and cooperating teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Orientation."

Expectations of Student Teachers and Cooperating Teachers

Hypothesis 2.3: There is a lack of consensus between student teachers and cooperating teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Orientation."

Table XI indicates there is a significant difference at the .05 level on item 3 between the expectations of student teachers

TABLE XII

RANKED MEAN SCORES OF THE ALTER-GROUPS FOR THE
TASK AREA OF ORIENTATION

Item No.	Mean Scores			Ranks		
	FC	ST	CT	FC	ST	CT
1	2.09	1.81	1.75	2	1	1
2	2.12	1.99	2.25	3	4	4
3	2.03	1.85	2.12	1	2	2.5
4	3.18	2.87	3.21	6	6	6
5	2.41	2.32	2.33	5	5	5
6	2.28	1.96	2.12	4	3	2.5

FC: Faculty Consultant, ST: Student Teacher, CT: Cooperating Teacher.

and cooperating teachers for the role of the cooperating teacher. The findings of the study, therefore, support Hypothesis 2.2; and the conclusion is that there is a lack of consensus between student teachers and cooperating teachers on item 3, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with the basic operating procedures or policies of the school and/or the school system."

Examination of related data on item 3 indicates that 96 percent of the student teachers and 93 percent of the cooperating teachers expressed agreement with the expectation item. However, the student teachers were more strongly agreed than were cooperating teachers since 40 percent and 19 percent respectively responded "Strongly Agree." Therefore, the significant difference in responses on this item appears to be due more to intensity of response than to direction. This difference in intensity is also indicated in the mean scores of 1.85 and 2.12 for student teachers and cooperating teachers respectively.

Table XII shows the ranked mean responses of the alter-groups on the items of this task area. On the basis of these values, faculty consultants felt most strongly that, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with the basic operating procedures or policies of the school and/or the school system," while student teachers and cooperating teachers felt most strongly that "The cooperating teacher should provide an opportunity for the student teacher to become

acquainted with most of the physical aspects of the school." Also, on the basis of these values, all three alter-groups felt least strongly about item 4, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with some aspects of the teachers' professional organization."

III. BETWEEN SUB-GROUP CONSENSUS ON EXPECTATIONS

The purpose of this section is to present Hypotheses 3.1, 3.2, and 3.3 as they relate to the task area of "Orientation" and to discuss the findings.

In general, it was hypothesized that there is a lack of consensus between the sub-groups within each of the alter-groups on each of the expectation items in each of the task areas related to the role of the cooperating teacher.

The procedure used in the treatment of the hypotheses involved two basic steps: (1) Comparison of the cumulative response distributions of the sub-groups within each alter-group on the items of the task area being investigated using the Kolmogorov-Smirnov two-sample test; and (2) Comparison of the mean responses and the percentage distribution of responses of those items on which the Kolmogorov-Smirnov two-sample test indicated a significant difference, in order to show whether the difference is one of direction or intensity of responses.

TABLE XIII

D_{max} AND SIGNIFICANCE LEVEL FOR BETWEEN SUB-GROUP COMPARISON
OF EXPECTATIONS FOR THE TASK AREA OF "ORIENTATION"

Item No.	FACULTY CONSULTANTS		STUDENT TEACHERS		COOPERATING TEACHERS			
	D_{max}	Level of Sig.	D_{max}	Level of Sig.	D_{max}	E-JH Level of Sig.	D_{max}	E-SH Level of Sig.
1	0.071	NS	0.146	NS	0.069	NS	0.156	NS
2	0.0117	NS	0.037	NS	0.069	NS	0.138	NS
3	0.173	NS	0.075	NS	0.052	NS	0.175	NS
4	0.099	NS	0.060	NS	0.088	NS	0.154	NS
5	0.069	NS	0.071	NS	0.079	NS	0.116	NS
6	0.206	NS	0.241	.05	0.074	NS	0.112	NS

NS: Not Significant

E-JH: Elementary level and Junior High School level cooperating teachers

E-SH: Elementary level and Senior High School level cooperating teachers

Critical Values of D_{max} for Faculty Consultants: .05 level = .3684, .01 level = .4415

Critical Values of D_{max} for Student Teachers: .05 level = .2223, .01 level = .2665

Critical Values for Elementary and Junior High

School level cooperating teachers:

Critical Values for Elementary and Senior High

School level cooperating teachers:

Critical Values for Junior High and Senior High

School level cooperating teachers:

Expectations of Faculty Consultants in the Elementary Program and in the Secondary Program

Hypothesis 3.1: There is a lack of consensus between the expectations of faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program on the items in the task area of "Orientation."

Table XIII indicates that there are no significant differences between the expectations of faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program on any of the items in this task area. The findings of the study, therefore, do not support Hypothesis 3.1; and the conclusion is that there is consensus between these two sub-groups of faculty consultants on all of the expectation items for the role of the cooperating teacher in the task area of "Orientation."

Expectations of Student Teachers Enrolled in the Elementary Program and Those Enrolled in the Secondary Program

Hypothesis 3.2: There is a lack of consensus between the expectations of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program on the items in the task area of "Orientation."

Table XIII indicates that there is a significant difference at the .05 level on item 6 between the expectations of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program. The findings of the study, therefore, support Hypothesis 3.2 for this item of the task area; and the conclusion is that there is a lack of consensus between these sub-groups of student teachers on item 6, "The cooperating teacher should provide an opportunity for the student teacher to become acquainted with the

scholastic records of students with whom he will be working." For this item, the mean response of student teachers in the Elementary Program was 1.67 and that of student teachers in the Secondary Program was 2.16 while the respective variance scores were .4096 and 1.4161. The student teachers in the Elementary Program are more strongly in favor of the expectation and exhibit greater consensus in their expectations.

Expectations of Cooperating Teachers Who Teach at the Elementary, Junior High School and Senior High School Level

Hypothesis 3.3: There is a lack of consensus between the expectations of cooperating teachers who teach at the Elementary level, those who teach at the Junior High School Level, and those who teach at the Senior High School Level, on the items in the task area of "Orientation."

Table XIII indicates that there are no significant differences between the expectations of any of the pairs of sub-groups of cooperating teachers on any of the items of this task area. The findings of the study, therefore, do not support Hypothesis 3.3; and the conclusion is that there is consensus between the sub-groups of cooperating teachers on all of the items in the task area of "Orientation."

IV. WITHIN-GROUP COMPARISON OF EXPECTATIONS AND PERCEPTIONS

The purpose of this chapter is to present Hypotheses 4.1, 4.2, and 4.3 as they relate to the task area of "Orientation" and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the expectations and perceptions of each of the alter-groups on the items of each task area.

The procedure used in the treatment of the hypotheses involved three basic steps as follows: (1) Dichotomizing the expectation responses into Strongly Agree, Agree, and Mildly Agree versus Mildly Disagree, Disagree, and Strongly Disagree; (2) Preparing 2X2 contingency tables for the expectation and perception responses of each alter-group on each item of the task area under study; (3) Calculating values of chi-square for each of the above tables and comparing these with the critical value of chi-square at the .05 level of significance with one degree of freedom; and (4) Indicating the strength and direction of expectation and perception responses which are significantly different by referring to the related percentage distribution of responses.

The three hypotheses are presented together below, followed by a discussion of the findings for the three alter-groups taken together, and closing with a summary and conclusion for each of the hypotheses. Table XIV shows the value of chi-square and the level of significance of this value for each of the alter-groups on each of the items in this task area.

Comparison of Expectations and Perceptions of Faculty Consultants,
of Student Teachers, and of Cooperating Teachers

- Hypothesis 4.1: There is a significant difference between the expectations and perceptions of faculty consultants on the items of the task area of "Orientation."
- 4.2: There is a significant difference between the expectations and perceptions of student teachers on the items in the task area of "Orientation."
- 4.3: There is a significant difference between the expectations and perceptions of cooperating teachers on the items in the task area of "Orientation."

The N values shown in parentheses in the sections which follow indicate the total number of respondents in the particular alter-group who responded YES or NO in Part II of the questionnaire dealing with perceptions of the behavior of the cooperating teacher.

Item I of Parts I and II

As Table XIV indicates, there is a significant difference between expectations and perceptions of all three alter-groups on item I of Parts I and II, "The cooperating teacher (SHOULD/DOES) provide an opportunity for the student teacher to become acquainted with most of the physical aspects of the school," with the smallest difference being that of the cooperating teachers (N = 99), of whom 99.0 percent expressed agreement and 89.9 percent reported conformance by the cooperating teacher. The largest difference was that of student teachers (N = 152); of whom, 98.0 percent expressed agreement and 69.9 percent reported conformance. Among faculty consultants (N = 48), 93.8 percent expressed agreement and 72.9 percent reported conformance.

TABLE XIV

COMPARISON OF EXPECTATIONS AND PERCEPTIONS FOR EACH ALTER-GROUP IN THE TASK AREA OF "ORIENTATION"

Item No.	Value of χ^2 and Its Significance Level for Each Alter-Group					
	FC		ST		CT	
1	6.075	.05	42.918	.001	6.160	.05
2	45.577	.001	121.656	.001	16.887	.001
3	8.037	.01	54.774	.001	3.771	N.S.
4	11.509	.001	117.033	.001	22.095	.001
5	7.181	.01	55.381	.001	9.431	.01
6	5.038	.05	35.381	.001	1.552	N.S.

FC = Faculty Consultant, ST = Student Teacher, CT = Cooperating Teacher

Critical Values of chi-square:

.05 level	=	3.84
.01 level	=	6.64
.001 level	=	10.83

There is a significant difference between the expectations and perceptions of each of the alter-groups on item 2 of Parts I and II, "The cooperating teacher SHOULD/DOES provide an opportunity for the student teacher to become acquainted with the basic philosophy or objectives of the school." The largest difference was that of the student teachers (N = 146) of whom 97.3 percent expressed agreement and 35.6 percent reported conformance. The smallest difference was that of cooperating teachers (N = 87) of whom 94.3 percent expressed agreement and 69.0 percent reported conformance. Among faculty consultants (N = 46), 93.5 percent expressed agreement and 27.7 percent reported conformance.

Item 3 of Parts I and II

There is a significant difference between the expectations and perceptions of faculty consultants and of student teachers on item 3 of Parts I and II, "The cooperating teacher should/does provide an opportunity for the student teacher to become acquainted with the basic operating procedures or policies of the school and/or the school system," with the largest difference being that of student teachers (N = 148) of which 95.9 percent expressed agreement and 59.5 percent reported conformance. Among faculty consultants (N = 55), 94.5 percent expressed agreement and 72.7 percent reported conformance by the cooperating teacher. Among cooperating teachers (N = 99), the 94.4 percent who expressed agreement did not differ significantly from the 84.3 percent that reported practicing this behavior.

Item 5 of Parts I and II

There is also a significant difference between the expectations and perceptions of each of the alter-groups on item 5 of Parts I and II, "The cooperating teacher should/does provide an opportunity for the student teacher to become acquainted with the general aspects of the community being served by the school." The most significant difference was that between the expectations and perceptions of student teachers (N = 150), of whom 92.7 percent expressed agreement with the item, while 54.0 percent reported conformity to it by the cooperating teachers. Among cooperating teachers (N = 93), 91.4 percent expressed agreement with the item, while 73.1 percent reported conformity with it. The smallest significant difference revealed was that among faculty consultants (N = 47), of whom 89.4 percent expressed agreement with the item, and 63.8 percent reported conformity to it by the cooperating teacher.

Item 6 of Parts I and II

There is a significant difference between the expectations and perceptions of faculty consultants and student teachers on item 6 of Part I and II of this task area, "The cooperating teacher should/does provide an opportunity for the student teacher to become acquainted with the scholastic records of students with whom he will be working." The smallest significant difference revealed was that among faculty consultants (N = 49), of whom 93.9 percent expressed agreement with the item, and 75.5 percent reported conformity to it by the cooperating teachers. The largest significant difference was that of student teachers (N = 151), of whom 93.4 percent expressed agreement with the

item, while 64.9 percent reported conformity to it by the cooperating teacher. The expectations and perceptions of cooperating teachers (N = 96) did not differ significantly, although 89.6 percent of them expressed agreement with the item and 82.3 percent reported conformity to it.

Summary and Conclusions

The findings of the study, therefore, support Hypothesis 4.1; and the conclusion is that there is a significant difference between the expectations and perceptions of faculty consultants at the accepted level of significance, or beyond, on all of the items in the task area of "Orientation." The findings of the study, therefore, also support Hypothesis 4.2; and the conclusion is that there is a significant difference at, or beyond, the accepted level of significance, between the expectations and perceptions of student teachers on all of the items in the task area of "Orientation." Finally, the findings of the study support Hypothesis 4.3 for items 1, 2, 4, and 5; and the conclusion is that there is a significant difference between the expectations and perceptions of cooperating teachers, at, or beyond, the accepted level of significance, on these four items in the task area of "Orientation."

V. BETWEEN-GROUP COMPARISON OF PERCEPTIONS

The purpose of this chapter is to present Hypotheses 5.1, 5.2, and 5.3 as they relate to the task area of "Orientation," and to

discuss the findings.

In general, it was hypothesized that there is a significant difference between the perceptions of the three possible pairs of alter-groups regarding the behavior of the cooperating teacher on the items of each task area.

The treatment of the hypotheses involved three basic steps: (1) Preparing distributions of the YES and NO perception: responses for the items of each task area for each of the pairs of alter-groups, and entering these into 2 X 2 contingency tables; (2) Calculating a chi-square value for each of these tables and comparing this value with the critical value of chi-square for one degree of freedom at the .05 level of significance; and (3) Indicating the strength and direction of perception responses which were significantly different by referring to the percentage distribution of responses on perceptions.

The value of chi-square and the level of significance of this value for each of the items in this task area for each of the pairs of compared alter-groups is shown in Table XV.

Comparison of the Perceptions of Faculty Consultants and Student Teachers

Hypothesis 5.1: There is a significant difference between the perceptions of faculty consultants and student teachers regarding the behavior of the cooperating teacher on the items in the task area of "Orientation."

As indicated in Table XV, there is no significant difference between the perceptions of faculty consultants and student teachers

TABLE XV

COMPARISON OF THE PERCEPTION RESPONSES OF EACH OF THE PAIRS OF
ALTER GROUPS FOR THE TASK AREA OF "ORIENTATION"

Item No.	Values of χ^2 and Level of Significance for Compared Groups					
	FC - CT		FC - ST		ST - CT	
1	0.057	N.S.	6.870	.01	14.493	.01+
2	2.479	N.S.	26.386	.01+	24.613	.01+
3	2.487	N.S.	2.720	N.S.	16.342	.01+
4	0.068	N.S.	0.983	N.S.	5.123	.05
5	0.880	N.S.	0.954	N.S.	7.825	.01
6	1.381	N.S.	0.254	N.S.	6.229	.05

Critical Values of chi-square: .05 level = 3.84
 .01 level = 6.64
 .001 level = 10.83

+ indicates the significance level is well beyond that indicated.

on any of the items in the task area of "Orientation." The findings of the study, therefore, do not support Hypothesis 5.1; and the conclusion is that there is no significant difference between the perceptions of faculty consultants and student teachers regarding the behavior of the cooperating teacher on any of the items in the task area of "Orientation."

Comparison of the Perceptions of Faculty Consultants and Cooperating Teachers

Hypothesis 5.2: There is a significant difference between the perceptions of faculty consultants and cooperating teachers regarding the behavior of the cooperating teacher on the items in the task area of "Orientation."

Table XV indicates that there is a significant difference at the .01 level between the perceptions of faculty consultants and cooperating teachers on items 1 and 2 in the task area of "Orientation." On item 1, 89.9 percent of the cooperating teachers (N = 99) reported that they "provide an opportunity for the student teacher to become acquainted with most of the physical aspects of the school," while 72.9 percent of the faculty consultants (N = 48) reported observing the cooperating teacher behave in this way. On item 2, 69.0 percent of the cooperating teachers reported that they "provide an opportunity for the student teacher to become acquainted with the basic philosophy or objectives of the school," while 27.7 percent of the faculty consultants (N = 46) reported observing the cooperating teacher behave in this way.

The findings of the study, therefore, support Hypothesis 5.2 for items 2 and 3 of this task area; and the conclusion is that there is significant difference between the perceptions of faculty consultants and cooperating teachers regarding the behavior of the cooperating teacher in items 1 and 2 in the task area of "Orientation."

Comparison of the Perceptions of Student Teachers and Cooperating Teachers

Hypothesis 5.3: There is a significant difference between the perceptions of student teachers and cooperating teachers regarding the behavior of the cooperating teacher on the items in the task area of "Orientation."

Table XV indicates that there are significant differences at the .01 level between the perception responses of student teachers and cooperating teachers on items 1, 2, 3, and 5, and at the .05 level on items 4 and 6. On item 1, 89.9 percent of the cooperating teachers (N = 99) reported that they "provide an opportunity for the student teacher to become acquainted with the physical aspects of the school," while 69.7 percent of the student teachers (N = 152) reported observing cooperating teachers behave in this way. On item 2, 69.0 percent of the cooperating teachers (N = 87) reported "providing an opportunity for the student teacher to become acquainted with the basic philosophy or objectives of the school," while 35.6 percent of the student teachers (N = 146) reported observing cooperating teachers behaving in this way. On item 3, 84.3 percent of the cooperating teachers (N = 99) reported that they "provide an opportunity for the student teacher to become acquainted with the basic

operating procedures or policies of the school and/or the school system," while 59.5 percent of the student teachers (N = 148) reported observing the cooperating teacher behave in this manner. On item 4, 32.2 percent of the cooperating teachers reported that they "provided an opportunity for the student teacher to become acquainted with some aspects of the teachers' professional organization," while 18.5 percent of the student teachers (N = 151) reported observing cooperating teachers provide this type of opportunity. On item 5, 73.1 percent of the cooperating teachers (N = 93) reported that they "provided an opportunity for the student teacher to become acquainted with general aspects of the community being served by the school," while 54.0 percent of the student teachers (N = 150) reported observing the cooperating teachers provide this type of opportunity. On item 6, the final item in this task area, 82.3 percent of the cooperating teachers (N = 96) reported that they "provided an opportunity for the student teacher to become acquainted with scholastic records of students with whom he will be working," while 64.9 percent of the student teachers (N = 151) reported cooperating teachers provide this type of opportunity.

The findings of the study, therefore, support Hypothesis 5.3 for all of the items in this task area; and the conclusion is that there is a significant difference between the perceptions of student teachers and cooperating teachers regarding the behavior of the cooperating teacher on all the items in the task area of "Orientation."

VI. BETWEEN SUB-GROUP COMPARISONS OF PERCEPTIONS

The purpose of this section is to present Hypotheses 6.1, 6.2, and 6.3 as they relate to the task area of "Orientation, and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the perceptions of the sub-groups within each of the alter-groups on each of the items in each of the task areas.

The treatment of the hypotheses involved three basic steps:

(1) Preparing distributions of the YES and NO responses in Part II of the questionnaire for the sub-groups within each alter-group for the items in each task area and entering these into 2 X 2 contingency tables; (2) Calculating chi-square value for each of these tables and comparing these with the critical values of chi-square for one degree of freedom at the .05 level of significance; and (3) indicating the strength and direction of the perception responses which were significantly different by referring to the percentage distribution of responses.

The three hypotheses are presented below followed by a discussion of the findings for the pairs of sub-groups. Table XVI shows the value of chi-square and the level of significance of this value for each of the pairs of compared sub-groups for the items in this task area.

Comparison of Perceptions of Sub-Groups of Faculty Consultants,
Student Teachers and Cooperating Teachers

- Hypothesis 6.1: There is a significant difference between the perceptions of the behavior of cooperating teachers as reported by faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program for the items in the task area of "Orientation."
- 6.2: There is a significant difference between the perceptions of the behavior of the cooperating teacher as reported by student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program on the items in the task area of "Orientation."
- 6.3: There is a significant difference between the self perceptions of the behavior as a cooperating teacher as reported by those who teach at the Elementary Level, those who teach at the Junior High School Level, and those who teach at the Senior High School Level on the items in the task area of "Orientation."

As Table XVI indicates, there are no items in this task area on which there is a significant difference between the perceptions of the sub-groups of faculty consultants or student teachers. The findings of the study, therefore, do not support Hypothesis 6.1 or 6.2; and the conclusion is that there is no significant difference between the perceptions of the faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program, or in the perceptions of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program for the items in the task area of "Orientation."

Table XVI indicates that there is a significant difference at the .01 level between the perceptions of Elementary and Senior High School cooperating teachers on item 1, "The cooperating teacher should

TABLE XVI

BETWEEN SUB-GROUP COMPARISON OF PERCEPTIONS
IN THE TASK AREA OF "ORIENTATION"

Item No.	FACULTY CONSULTANTS				STUDENT TEACHERS				COOPERATING TEACHERS					
	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	χ^2 and Level of Sig. for Compared Groups	E/Sh	JH/Sh
1	EP SP	9 26	4 9	0.000 NS	EP SP	48 58	14 32	2.346 NS	E JH SH	38 34 18	0 3 6	1.455 NS .01	7.852	2.096 NS
2	EP SP	2 8	10 26	0.008 NS	EP SP	17 35	41 53	1.244 NS	E JH SH	27 19 15	6 12 8	2.394 NS	1.205 NS	0.000 NS
3	EP SP	11 29	3 12	0.049 NS	EP SP	33 55	28 32	0.888 NS	E JH SH	30 31 15	3 3 7	0.152 NS	3.183 NS	3.375 NS
4	EP SP	4 5	9 22	0.216 NS	EP SP	8 21	54 69	1.955 NS	E JH SH	9 12 8	21 23 15	0.010 NS	0.005 NS	0.059 NS
5	EP SP	11 19	4 13	0.363 NS	EP SP	37 45	23 45	1.534 NS	E JH SH	26 28 15	7 9 9	0.001 NS	1.108 NS	0.664 NS
6	EP SP	11 26	2 10	0.265 NS	EP SP	44 55	16 37	2.370 NS	E JH SH	33 28 18	4 9 16	1.493 NS	1.228 NS	0.060 NS

LEGEND: NS:Not Significant, EP:Elementary Program, SP:Secondary Program, E:Elementary Level, JH:Junior High School Level, SH:Senior High School Level, /:Compared With.

provide an opportunity for the student teacher to become acquainted with most of the physical aspects of the school." One hundred percent of the Elementary teachers (N = 38) expressed agreement with the expectation item, while 75 percent of the Senior High School cooperating teachers (N = 24) expressed agreement with the item. The findings of the study, therefore, support Hypothesis 6.3 on only one item of this task area; and the conclusion is that, except for item 1 between Elementary and Senior High School level cooperating teachers, there is no significant difference between the self-perceptions of behavior as cooperating teachers as reported by those who teach at the Elementary Level, the Junior High School Level, or those who teach at the Senior High School Level on the items in the task area of "Orientation."

CHAPTER VI

DIRECTED OBSERVATION

The purpose of this chapter is to present an analysis of the expectations and perceptions of faculty consultants, student teachers and cooperating teachers for the role of the cooperating teachers in the task area of "Directed Observation." This analysis is a test of Hypotheses 1.1 through 6.3, as they relate to this task area, and is presented in six sections, as follows: (1) Within-Group Consensus on Expectations, (2) Between-Group Consensus on Expectations, (3) Between Sub-Group Consensus on Expectations, (4) Within-Group Comparison of Expectations and Perceptions, (5) Between-Group Comparison of Perceptions, and (6) Between Sub-Group Comparison of Perceptions. Items 7 through 12 of Parts I and II of the questionnaire deal with expectations and perceptions in this task area.

1. WITHIN-GROUP CONSENSUS ON EXPECTATIONS

The following analysis is a test of Hypotheses 1.1, 1.2, and 1.3 as they relate to this task area. The variance scores of the alter-groups are investigated to determine the relative extent of within-group consensus in expectations on the items of this task area.

Expectations of Faculty Consultants

Hypothesis 1.1: There are different degrees of consensus in the expectations of faculty consultants for the role of the cooperating teacher on the items in the task area of "Directed Observation."

TABLE XVII

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF FACULTY CONSULTANTS
IN THE TASK AREA OF "DIRECTED OBSERVATION"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES								SUM MD+D+SD	Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SUM SA+A+MA						
7	72	22	5	1	0	0	99	1	.4225	1	1.36	1	
8	43	42	7	3	4	0	93	7	.9490	2	1.80	2	
9	39	31	18	1	7	4	88	12	1.8496	6	2.18	5	
10	47	26	18	7	2	0	91	9	1.1449	3	1.92	3	
11	24	36	24	5	7	3	85	15	1.5625	5	2.42	6	
12	39	35	15	5	3	3	89	11	1.4400	4	2.05	4	

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree.

^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations.

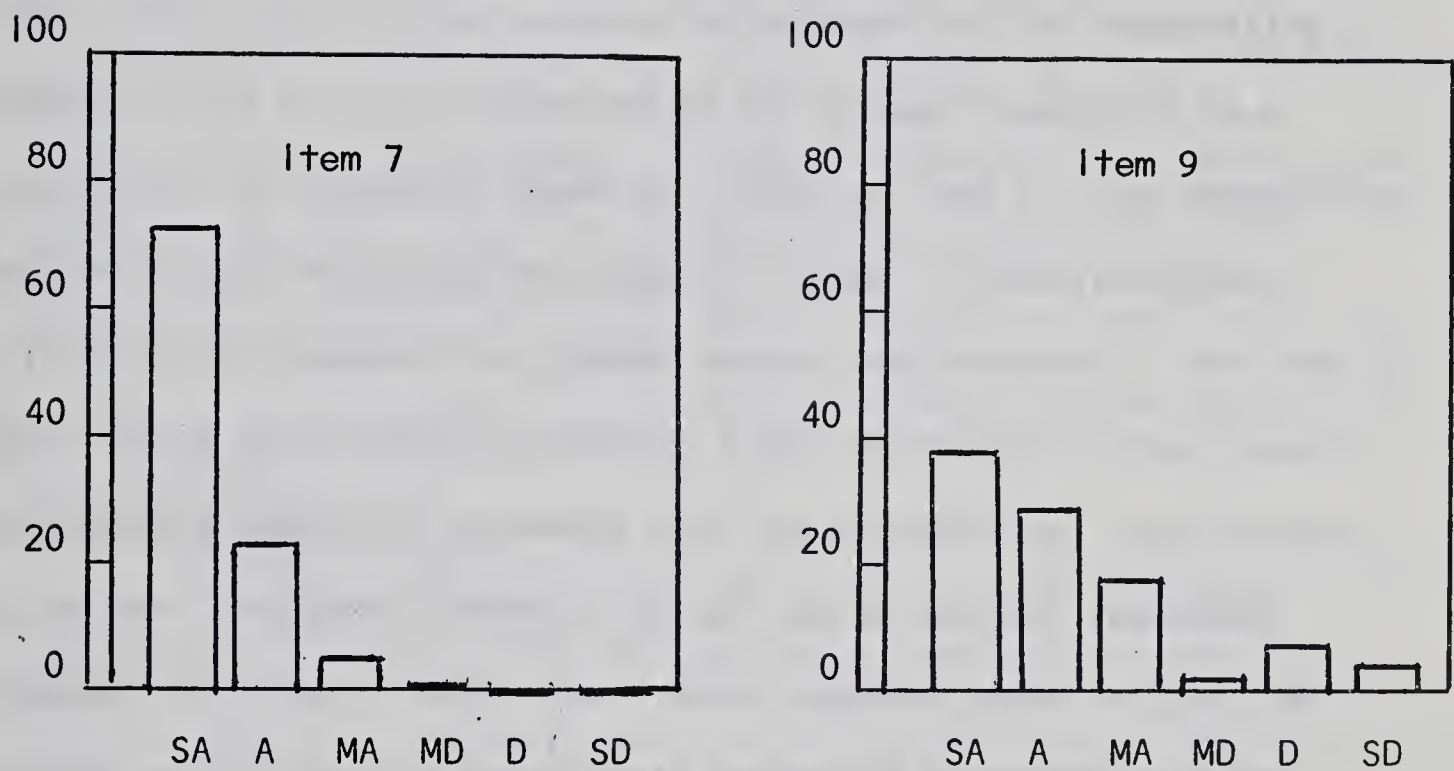


Figure 5

RESPONSES OF FACULTY CONSULTANTS TO ITEM 7, "DURING THE EARLY PART OF A STUDENT TEACHING ROUND, DISCUSS WITH THE STUDENT TEACHER THE PURPOSE, PLAN, ETC. OF LESSONS TO BE TAUGHT BY THE COOPERATING TEACHER WHICH ARE TO BE OBSERVED BY THE STUDENT TEACHER" AND TO ITEM 9, "ENCOURAGE THE STUDENT TEACHER TO CONSTRUCTIVELY CRITICIZE THE LESSONS THE STUDENT TEACHER HAS OBSERVED"

The ranked variance scores of faculty consultants for the items in this task area are shown in Table XVII to illustrate the relative extent of within-group consensus. The variance scores of faculty consultants ranged from a relatively high consensus score of .4225 on item 7, "The cooperating teacher should, during the early part of a student teaching round, discuss with the student teacher the purpose, plans, etc. of the lessons to be taught by the cooperating teacher which are to be observed by the student teacher," to a relatively low consensus score of 1.8496 on item 9, "The cooperating teacher should encourage the student teacher to constructively criticize the lessons the student teacher has observed." On item 7, which had a mean response score of 1.36, 99 percent of the faculty consultants expressed agreement with the expectation, and of these, 72 percent responded "Strongly Agree" and 22 percent responded "Agree." On item 9, which had a mean response score of 2.18, 88 percent of the faculty consultants expressed agreement with the expectation item, and of these, 39 percent responded "Strongly Agree" and 31 percent responded "Agree."

Figure 5 illustrates the percentage frequency distribution of responses of faculty consultants on items 7 and 11, the items in this task area on which faculty consultants demonstrated, respectively, the highest and lowest relative degrees of consensus.

Expectations of Student Teachers

Hypothesis 1.2: There are different degrees of consensus in the expectations of student teachers for the role of

the cooperating teacher on the items in the task area of "Directed Observation."

The ranked variance scores of student teachers are shown in Table XVIII to illustrate the relative extent of within-group consensus among student teachers on the items of this task area.

Student teachers demonstrated the highest relative degree of consensus on item 10, "The cooperating teacher should structure a program which will enable the student teacher to visit and observe other teachers, classrooms and teaching procedures," on which their variance score was .7396. The information on Table XVIII shows that the mean response score of student teachers on this item was 1.73 and that 98 percent of the student teachers expressed agreement with the expectation.

Student teachers expressed the lowest relative degree of consensus on item 9, "The cooperating teacher should encourage the student teacher to constructively criticize the lessons the student teacher has observed," on which their variance score was 1.5129. Table XVIII also shows that faculty consultants had a mean response score of 2.18 and that 85 percent of the student teachers expressed agreement for the expectation item.

Student teachers showed the second lowest relative degree of consensus on item 12 on which they had a variance score of 1.3924. As Table XVIII shows that the mean response score of student teachers on this item was 2.82 and that 75 percent of this alter-group expressed agreement for this item which stated that, "The cooperating

TABLE XVIII

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF STUDENT TEACHERS
IN THE TASK AREA OF "DIRECTED OBSERVATION"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										Variance	Variance Rank ^a	Mean	Mean Rank
							SUM		SUM MD+D+SD					
	SA	A	MA	MD	D	SD	SA+A+MA							
7	49	35	11	3	2	0		95		5	.8281	2	1.74	2
8	34	39	17	7	1	1		91		9	1.0609	3	2.05	3
9	28	35	21	9	5	2		84		16	1.5129	6	2.18	4
10	49	33	15	1	1	0		98		2	.7396	1	1.73	1
11	23	46	19	7	4	1		88		12	1.0816	4	2.25	5
12	14	28	33	16	8	1		75		25	1.3924	5	2.82	6

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree.

^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations.

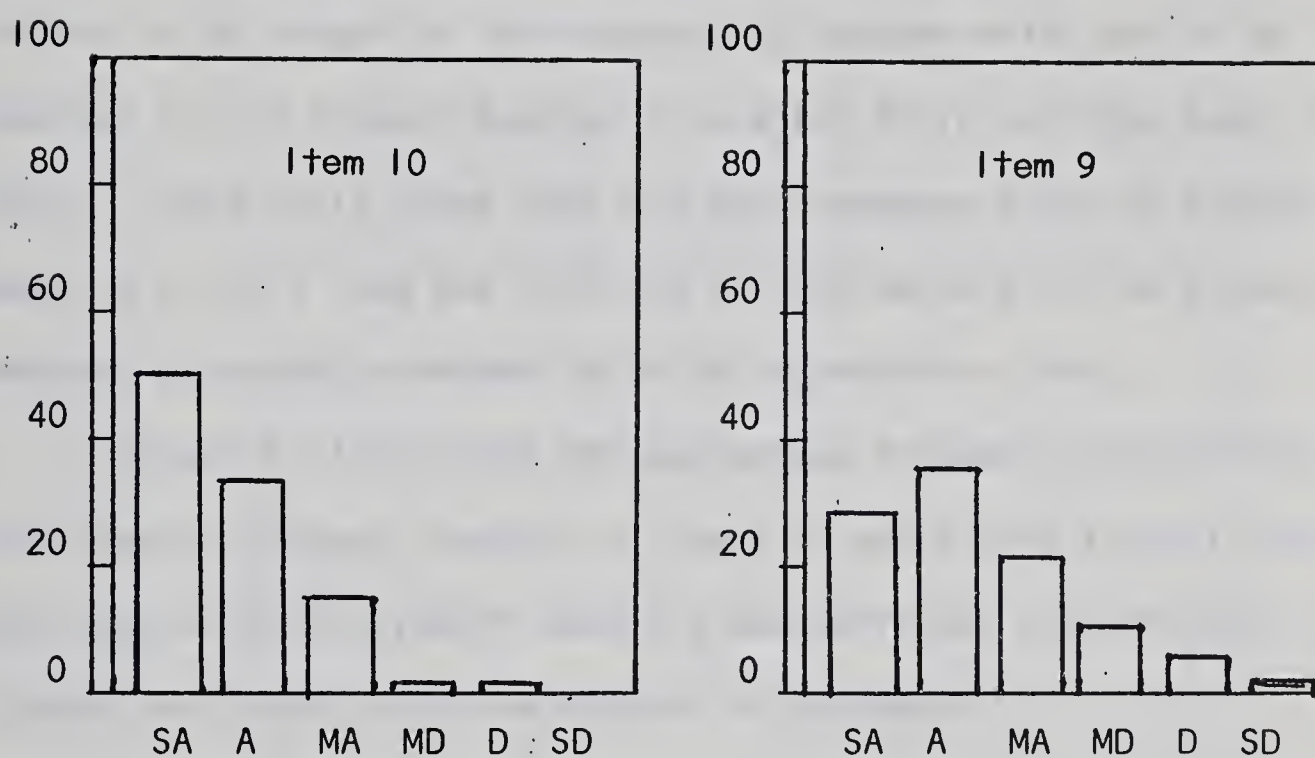


Figure 6

STUDENT TEACHERS' RESPONSES TO ITEM 10, "STRUCTURE A PROGRAM WHICH WILL ENABLE THE STUDENT TEACHER TO VISIT AND OBSERVE OTHER TEACHERS, CLASSROOMS, AND TEACHING PROCEDURES," AND ITEM 9, "ENCOURAGE THE STUDENT TEACHER TO CONSTRUCTIVELY CRITICIZE THE LESSONS THE STUDENT TEACHER HAS OBSERVED."

teacher should assist the student teacher to develop some systematic record of observation."

Student teachers expressed the second highest relative degree of consensus for items in this task area on item 7, "The cooperating teacher should, during the early part of a student teaching round, discuss with the student teacher the purpose, plan, etc. of the lessons to be taught by the cooperating teacher which are to be observed by the student teacher," on which their variance score was .8281. Table XVIII shows that the mean response score of student teachers on this item was 1.74 and that 95 percent of the student teachers expressed agreement with the expectation item.

Figure 6 illustrates the percentage frequency distribution of responses of student teachers on items 10 and 9, the items in this task area on which student teachers demonstrated, respectively, the highest and lowest relative degrees of consensus.

Expectations of Cooperating Teachers

Hypothesis 1.3: There are different degrees of consensus in the expectations of cooperating teachers for the role of the cooperating teacher on the items in the task area of "Directed Observation."

As indicated in Table XIX, in terms of variance rank, cooperating teachers demonstrated the highest relative degree of consensus on item 7, "The cooperating teacher should, during the early part of a student teaching round, discuss with the student teacher the purpose, plan, etc. of lessons to be taught by the cooperating

TABLE XIX

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF COOPERATING TEACHERS
IN THE TASK AREA OF "DIRECTED OBSERVATION"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										SUM MD+D+SD	Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SUM SA+A+MA								
7	32	55	11	1	1	0	98	2	.5329	1	1.84	1			
8	21	69	12	3	4	0	93	7	.8100	3	2.09	2			
9	23	39	16	8	12	2	78	22	1.8496	6	2.54	5			
10	23	41	21	5	8	2	85	15	1.5376	5	2.40	4			
11	18	54	21	5	2	0	93	7	.7396	2	2.19	3			
12	16	39	18	10	13	4	73	27	1.4400	4	2.79	6			

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree.

^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations.

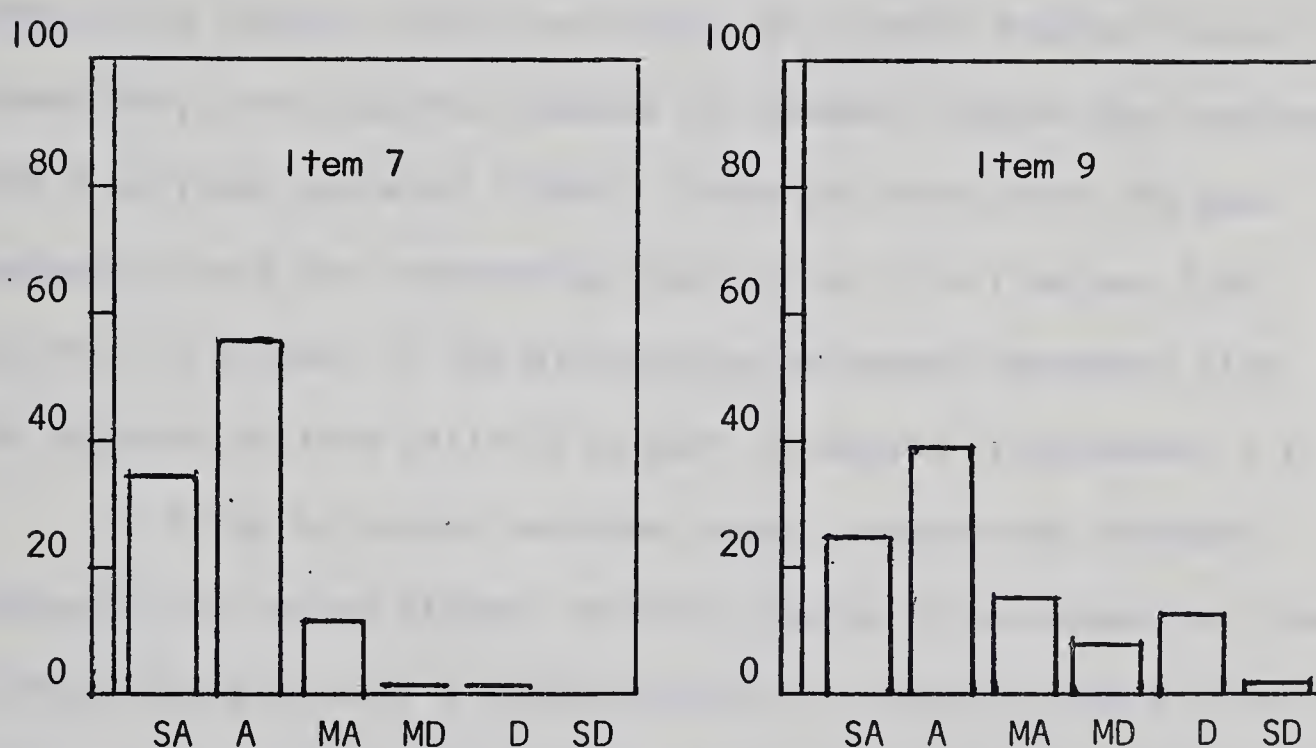


Figure 7

COOPERATING TEACHER RESPONSES TO ITEM 7, "DURING THE EARLY PART OF THE STUDENT TEACHING ROUND, DISCUSS WITH THE STUDENT TEACHER THE PURPOSE, PLAN, ETC. OF LESSONS TO BE TAUGHT BY THE COOPERATING TEACHER WHICH ARE TO BE OBSERVED BY THE STUDENT TEACHER," AND ITEM 9, "ENCOURAGE THE STUDENT TEACHER TO CONSTRUCTIVELY CRITICIZE THE LESSONS THE STUDENT TEACHER HAS OBSERVED."

teacher which are to be observed by the student teacher," with a variance score of .5329. Table XIX also shows that the mean response score of cooperating teachers on this item was 1.84 and that 98 percent of this alter-group expressed agreement with this expectation item.

In terms of ranked variance score, cooperating teachers expressed the lowest relative degree of consensus on item 9, "The cooperating teacher should encourage the student teacher to constructively criticize the lessons the student teacher has observed," with a variance score of 1.8496. Table XIX shows that the mean responses score for cooperating teachers on this item was 2.40 and that 78 percent of the alter-group expressed agreement with the expectation item while 22 percent expressed disagreement with it.

In terms of ranked variance score, cooperating teachers expressed the second highest relative degree of consensus for items in this task area with a variance score of .8100 on item 8, "The cooperating teacher should evaluate jointly with the student teacher the lessons he has observed being taught by the cooperating teacher." Table XIX shows that the mean response score for cooperating teachers on this item was 2.09 and that 93 percent of this alter-group expressed agreement with the expectation item.

Figure 7 illustrates the percentage frequency distribution of responses of cooperating teachers on items 7 and 12, the items in this task area on which cooperating teachers demonstrated, respectively,

TABLE XX

SUMMARY OF VARIANCE RANKS AND MEAN RANKS FOR THREE ALTER-
GROUPS IN THE TASK AREA OF "DIRECTED OBSERVATION"

Item No.	Variance Ranks			Mean Ranks		
	FC	ST	CT	FC	ST	CT
7	1	2	1	1	2	1
8	2	3	3	2	3	2
9	6	6	6	5	4	5
10	3	1	5	3	1	4
11	5	4	2	6	5	3
12	4	5	4	4	6	6

LEGEND: FC: Faculty Consultant; ST: Student Teacher; CT: Cooperat-
ing Teacher

the highest and lowest relative degrees of consensus.

Summary and Conclusions

In terms of ranked variance scores, faculty consultants and cooperating teachers expressed the highest relative degrees of consensus on item 7, "The cooperating teacher should, during the early part of a student teaching round, discuss with the student teacher the purpose, plan, etc. of lessons to be taught by the cooperating teacher which are to be observed by the student teacher," while student teachers expressed the highest relative degree of consensus on item 10, "The cooperating teacher should structure a program which will enable the student teacher to visit and observe other teachers, classrooms, and teaching procedures."

Faculty consultants expressed the lowest relative degree of consensus on item 11, "The cooperating teacher should indicate to the student teacher relationships between educational theory and selection of appropriate content," while student teachers and cooperating teachers expressed the lowest relative degree of consensus on item 9, "The cooperating teacher should encourage the student teacher to constructively criticize the lessons the student teacher has observed."

Using ranked variance scores as a means of determining relative degrees of consensus within alter-groups on the items in a task area, it may be concluded, generally, that Hypotheses 1.1, 1.2, and 1.3 are supported; that is, that there are different degrees of consensus within each of the alter-groups for the items in the task area of "Directed Observation."

11. BETWEEN-GROUP CONSENSUS ON EXPECTATIONS

The purpose of this section is to present Hypotheses 2.1, 2.2, and 2.3 as they relate to the task area of "Directed Observation," and to discuss the findings.

In general, it was hypothesized that there is a lack of consensus between each of the possible pairs of alter-groups (faculty consultants and student teachers, faculty consultants and cooperating teachers, and student teachers and cooperating teachers) on each of the expectation items in each of the task areas related to the role of the cooperating teacher.

The procedure used in the treatment of the hypotheses involved two basic steps: (1) Comparison of the cumulative response distributions of each of the pairs of alter-groups on each item using the Kolmogorov-Smirnov two-sample test, and (2) Calculation of the mean responses and the ranks of the means for the items in each task area for each alter-group, and the tabular presentation of these values in order to indicate the direction and strength of the expectation responses.

The critical values for the Kolmogorov-Smirnov two-sample test are given in Table V, Chapter IV, along with a discussion of the nature of the test itself.

Expectations of Faculty Consultants and Student Teachers

Hypothesis 2.1: There is a lack of consensus between faculty consultants and student teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Directed Observation."

Table XXI indicates that there is a significant difference at the .05 level between the expectations of faculty consultants and student teachers on item 7, "The cooperating teacher should, during the early part of a student teaching round, discuss with the student teacher the purpose, plan, etc. of the lessons to be taught by the cooperating teacher/which are to be observed by the student teacher." Reference to Tables XVII and XVIII indicates that the difference is one of intensity of response rather than direction, with 99 percent and 95 percent, respectively, of faculty consultants and student teachers expressed agreement for the item, and the mean response of the two alter-groups was 1.36 and 1.74, respectively.

Table XXI also indicates that there is a significant difference at the .01 level between these two alter-groups on item 12, "The cooperating teacher should assist the student teacher to develop some systematic record of observation." Reference to Tables XVII and XVIII indicates that while both alter-groups felt relatively less strongly about this item than about item 7, above, the difference, again, could be considered to be more one of intensity than of direction, since 89 percent of the faculty consultants and 85 percent of the student teachers expressed agreement for the item. The variance scores of the two alter-groups were nearly the same, being 1.440 and 1.3924 respectively. The mean scores of 2.05 and 2.82, respectively, suggest also that the student teachers demonstrated a greater lack of agreement with this item than faculty consultants did.

TABLE XXI

COMPARISON OF THE EXPECTATIONS OF THE ALTER-GROUPS IN
THE TASK AREA OF DIRECTED OBSERVATION

Item	Group	Frequency						D _{max} and Chi-Square for Compared Groups		
		SA	A	MA	MD	D	SD	FC - ST	FC - CT	ST - CT
7	FC	53	16	4	1	0	0	0.226	0.392	0.167
	ST	76	54	17	5	3	0	10.223	26.159	6.746
	CT	32	54	11	1	1	0	(.05)	(.01)	N.S.
8	FC	33	31	5	2	3	0	0.129	0.234	0.130
	ST	53	61	27	11	1	2	3.353	9.261	4.072
	CT	21	59	12	3	4	0	N.S.	(.05)	N.S.
9	FC	29	23	13	1	5	3	0.144	0.160	0.070
	ST	43	55	32	14	8	3	2.625	4.312	1.199
	CT	23	38	16	8	12	2	N.S.	N.S.	N.S.
10	FC	35	19	13	5	2	0	0.090	0.241	0.258
	ST	76	51	24	2	2	0	1.609	9.809	16.085
	CT	23	40	21	5	8	2	N.S.	(.05)	(.01)
11	FC	18	27	18	4	5	2	0.082	0.109	0.045
	ST	35	72	30	11	6	1	1.354	2.014	0.498
	CT	18	53	21	5	2	0	N.S.	N.S.	N.S.
12	FC	29	26	11	4	2	2	0.330	0.230	0.133
	ST	21	43	51	25	13	2	21.863	8.982	4.245
	CT	16	38	18	10	13	4	(.01)	(.05)	N.S.

FC: Faculty Consultant, ST: Student Teacher, CT: Cooperating Teacher.

Critical values of D_{max} and chi-square for the above pairs of alter-groups are shown in Table V.

The findings of the study, therefore, support Hypothesis 2.1 as it relates to items 7 and 12 of this task area; and the conclusion is that there is a lack of consensus between faculty consultants and student teachers on expectation items 7 and 12 in the task area of "Directed Observation."

Expectations of Faculty Consultants and Cooperating Teachers

Hypothesis 2.2: There is a lack of consensus between faculty consultants and cooperating teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Directed Observation."

Table XXI indicates that there is a significant difference at the .01 level, between the expectations of faculty consultants and cooperating teachers on item 7, "The cooperating teacher should, during the early part of a student teaching round, discuss with the student teacher the purpose, plan, etc. of the lessons to be taught by the cooperating teacher which are to be observed by the student teacher." Tables XVII and XVIII suggest that the difference is one of intensity rather than direction, since 99 percent and 98 percent, respectively, of the two alter-groups expressed agreement for the expectation item, and the mean scores were 1.36 and 1.84 respectively.

There is a significant difference at the .05 level, between the expectations of these two alter-groups on item 8, "The cooperating teacher should evaluate jointly with the student teacher the lessons he has observed being taught by the cooperating teacher." Again, examination of Tables XVII and XVIII suggests that this difference is due more to intensity than direction of responses, since 93 percent of each of the alter-groups expressed agreement with the expectation item.

The smaller mean score of 1.80 for faculty consultants, as compared with the mean score of 2.05 for cooperating teachers, indicates faculty consultants felt more strongly that the cooperating teacher should hold such discussions with the student teacher.

There is a significant difference at the .05 level between the expectations of faculty consultants and cooperating teachers on item 10, "The cooperating teacher should structure a program which will enable the student teacher to visit and observe other teachers, classrooms, and teaching procedures." Reference to Tables XVII and XVIII suggests that the difference is due more to intensity of response than to direction, since 91 percent and 85 percent, respectively, of faculty consultants and cooperating teachers expressed agreement for the expectation item. The variance scores of the two groups were 1.449 and 1.5376, respectively; while the mean scores were 1.92 and 2.40, respectively, indicating that cooperating teachers demonstrated a lower degree of agreement with this item than the faculty consultants.

There is a significant difference at the .05 level between the expectations of faculty consultants and cooperating teachers on item 12, "The cooperating teacher should assist the student teacher to develop some systematic record of observation." Tables XVII and XVIII suggest that the difference may be due in part to difference in the direction of the responses since 89 percent and 73 percent, respectively, of faculty consultants and cooperating teachers expressed agreement for the item; and of these, 39 percent and 16 percent, respectively, responded "Strongly Agree." The variance scores of both alter-groups

was 1.4400; while the mean scores were 2.05 and 2.79 respectively. Comments on some of the returned questionnaires indicated that some teachers, at least, felt that this should be done by the Faculty of Education before the student teacher arrived at the cooperating school.

The findings of the study, therefore, support Hypothesis 2.2, as it relates to items 7, 8, 10, and 12, of this task area; and the conclusion is that there is a lack of consensus between faculty consultants and cooperating teachers on expectation items 7, 8, 10, 12 in the task area of "Directed Observation."

Expectations of Student Teachers and Cooperating Teachers

Hypothesis 2.3: There is a lack of consensus between student teachers and cooperating teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Directed Observation."

As Table XXI indicates there is a significant difference at the .01 level between the expectations of student teachers and cooperating teachers on item 10, "The cooperating teacher should structure a program which will enable the student teacher to visit and observe other teachers, classrooms, and teaching procedures." Tables XVIII and XIX suggest that this difference in expectations is due in part to a difference in direction of responses, since 98 percent of the student teachers and 85 percent of the cooperating teachers expressed agreement with the expectation; and of these, 49 percent and 23 percent, respectively, of the two alter-groups responded "Strongly Agree," while 15 percent and 21 percent, respectively, responded "Mildly Agree." The variance scores of student teachers and cooperating teachers were .7396 and 1.5376, respectively, while

the mean scores were 1.73 and 2.40, respectively, suggesting that the student teachers felt much more strongly than did cooperating teachers that the cooperating teacher should structure such a program. Also, it may be remembered, from Section I of this chapter, student teachers expressed the highest relative degree of consensus on this item for the items in this task area.

The findings of the study, therefore, support Hypothesis 2.3, as it relates to item 10 of this task area; and the conclusion is that there is a lack of consensus between student teachers and cooperating teachers on expectation item 10 in the task area of "Directed Observation."

III. BETWEEN SUB-GROUP CONSENSUS ON EXPECTATIONS

The purpose of this section is to present Hypotheses 3.1, 3.2, and 3.3 as they relate to the items in the task area of "Directed Observation," and to discuss the findings.

In general, it was hypothesized that there is a lack of consensus between the sub-groups within each of the alter-groups, on each of the expectation items in each of the task areas related to the role of the cooperating teacher.

The procedure used in the treatment of the hypotheses involved two basic steps: (1) Comparison of the cumulative response distributions of the sub-groups of each alter-group on the items of the task area being investigated, using the Kolmogorov-Smirnov two-sample test; and (2) Comparison of the mean responses, variance, and the percentage distribution of responses on those items on which the

TABLE XXII

D_{max} AND SIGNIFICANCE LEVEL FOR BETWEEN SUB-GROUP COMPARISON OF EXPECTATIONS
FOR THE TASK AREA OF "DIRECTED OBSERVATION"

FACULTY CONSULTANTS		STUDENT TEACHERS		COOPERATING TEACHERS						
Item No.	D _{max}	Level of Sig.	D _{max}	Level of Sig.	E-JH		E-SH		JH-SH	
					D _{max}	Level of Sig.	D _{max}	Level of Sig.	D _{max}	Level of Sig.
7	0.089	NS	0.056	NS	0.036	NS	0.171	NS	0.142	NS
8	0.089	NS	0.089	NS	0.079	NS	0.070	NS	0.088	NS
9	0.143	NS	0.076	NS	0.176	NS	0.208	NS	0.091	NS
10	0.157	NS	0.037	NS	0.442	.01	0.423	.01	0.081	NS
11	0.224	NS	0.121	NS	0.221	NS	0.125	NS	0.211	NS
12	0.069	NS	0.114	NS	0.172	NS	0.090	NS	0.116	NS

NS: Not Significant

E-JH: Elementary level and Junior High School level cooperating teachers

E-SH: Elementary level and Senior High School level cooperating teachers

Critical Values of D_{max} for Faculty Consultants: .05 level = .3684, .01 level = .4415

Critical Values of D_{max} for Student Teachers: .05 level = .2223, .01 level = .2555

Critical Values for Elementary and Junior High School level cooperating teachers:

Critical Values for Elementary and Senior High School level cooperating teachers: .05 level = .3144, .01 level = .3668

Critical Values for Elementary and Senior High School level cooperating teachers:

Critical Values for Junior High and Senior High School level cooperating teachers: .05 level = .3545, .01 level = .4249

High School level cooperating teachers: .05 level = .3563, .01 level = .4270

Kolmogorov-Smirnov test indicated significant differences, in order to show whether the difference is one of intensity or direction of responses.

Expectations of Faculty Consultants in the Elementary Program and in the Secondary Program

Hypothesis 3.1: There is a lack of consensus between the expectations of faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program on the items in the task area of "Directed Observation."

Table XXII indicates that there is no significant difference between the expectations of faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program, on any of the items in this task area. The findings of the study, therefore, do not support Hypothesis 3.1; and the conclusion is that there is consensus between these two sub-groups on all of the expectation items for the role of the cooperating teachers in the task area of "Directed Observation."

Expectations of Student Teachers Enrolled in the Elementary Program and Those Enrolled in the Secondary Program

Hypothesis 3.2: There is a lack of consensus between the expectations of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program on the items in the task area of "Directed Observation."

Table XXII indicates that there is no significant difference between the expectations of student teachers enrolled in the

Elementary Program and those enrolled in the Secondary Program on any of the items in this task area. The findings of the study, therefore, do not support Hypothesis 3.2; and the conclusion is that there is consensus between these two sub-groups on all of the expectation items for the role of the cooperating teacher in the task area of "Directed Observation."

Expectations of Cooperating Teachers Who Teach at the Elementary, Junior High School and Senior High School Levels

As Table XXII indicates, there is a significant difference between the expectations of Elementary level teachers and Junior High School level teachers at the .01 level on item 10, "The cooperating teacher should structure a program which will enable the student teacher to visit and observe other teachers, classrooms, and teaching procedures." Only 71 percent of the Elementary teachers compared with 89 percent of the Junior High School teachers expressed agreement with the expectation item, and at the same time, they had a slightly higher variance score, 1.5161, compared with 1.3824 for the Junior High School teachers, and a mean score of 2.97 compared with a mean of 2.11 compared with the Junior High School teachers.

There is also a significant difference between the expectations of Elementary cooperating teachers and Senior High School cooperating teachers regarding item 10. While only 71 percent of the Elementary cooperating teachers expressed agreement with this item, 93 percent of the Senior High School cooperating teachers

expressed agreement with it. In addition, a smaller variance of .6271 for Senior High School cooperating teachers compared with 1.5161 for the Elementary teachers, and a smaller mean score of 1.96 compared with 2.97 for Elementary teachers, suggests that Senior High School teachers differ in intensity, if not in direction, from Elementary teachers in regard to the cooperating teacher structuring a program which will enable the student teacher to visit and observe other teachers, classrooms and teaching procedures.

The findings of the study, therefore, support Hypothesis 3.3 as it relates to item 10 of this task area; and the conclusion is that there is a lack of consensus between Elementary cooperating teachers and Junior High School cooperating teachers on the one hand, and between Elementary teachers and Senior High School cooperating teachers on the other hand, on expectation item 10 in the task area of "Directed Observation."

IV. WITHIN-GROUP COMPARISON OF EXPECTATIONS AND PERCEPTIONS

The purpose of this section is to present Hypotheses 4.1, 4.2, and 4.3 as they relate to the task area of "Directed Observation" and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the expectations and perceptions of each of the

alter-groups on items in each task area.

The procedure used in the treatment of the hypotheses involved four basic steps as follows: (1) Dichotomizing the expectation responses into Strongly Agree, Agree, and Mildly Agree versus Mildly Disagree, Disagree, and Strongly Disagree; (2) Preparing 2 X 2 contingency tables for the expectation and perception responses of each alter-group on each item of the task area under study; (3) Calculating values of chi-square for each of the above tables and comparing these with the critical values of chi-square at the .05 level of significance with one degree of freedom; and (4) Indicating the strength or direction of significantly different expectation and perception responses by reference to the related percentage distribution of responses.

The three hypotheses are presented together below, followed by a discussion of the findings for the three alter-groups and a summary and conclusion for each of the hypotheses. Table XXIII shows the critical value of chi-square and the level of significance of this value for each of the alter-groups on each of the items in this task area.

Comparison of the Expectations and Perceptions of Faculty Consultants, of Student Teachers, and of Cooperating Teachers

Hypothesis 4.1: There is a significant difference between the expectations and perceptions of faculty consultants on the items of the task area of "Directed Observation."

- 4.2: There is a significant difference between the expectations and perceptions of student teachers on the items in the task area of "Directed Observation."
- 4.3: There is a significant difference between the expectations and perceptions of cooperating teachers on the items in the task area of "Directed Observation."

The N values shown in parentheses in the sections which follow indicate the total number of respondents in the particular alter-group who responded YES or NO in Part II of the questionnaire dealing with perceptions of the behavior of the cooperating teacher.

Item 7 of Parts I and II

As Table XXIII indicates, there is a significant difference between the expectations and perceptions of each of the alter-groups on item 7 of Parts I and II, "In the early part of a student teaching round the cooperating teacher should/does discuss with the student teacher the purpose, plan, etc. of the lessons to be taught by the cooperating teacher which are to be observed by the student teacher," with the smallest significant difference being that of cooperating teachers (N = 94) of whom 97.9 percent expressed agreement with the item and 79.8 percent reported conformity with it. The largest difference was among student teachers (N = 153) of whom 94.8 percent expressed agreement with the item and 36.6 percent reported conformity with it by the cooperating teachers. Among faculty consultants (N = 55), 98.2 percent expressed agreement with the item while 60.0 percent reported conformity with it by the cooperating teacher.

Item 8 of Parts I and II

There is a significant difference between the expectations and perceptions of each of the alter-groups on item 8 of Parts I and II, "The cooperating teacher should/does evaluate jointly with the student teacher the lessons he has observed being taught by the cooperating teacher," with the smallest difference being that among cooperating teachers (N = 95) of whom 92.6 percent expressed agreement with the item and 74.7 percent reported conformity with it. The largest difference was that of student teachers (N = 154) of whom 90.9 percent expressed agreement with it and 30.5 percent reported conformance with it by the cooperating teacher. Among faculty consultants (N = 55), 92.7 percent expressed agreement with the item while 43.6 percent reported conformity with it by the cooperating teacher.

Item 9 of Parts I and II

There was a significant difference between the expectations and perceptions of faculty consultants and student teachers on item 9 of Parts I and II, "The cooperating teacher should/does encourage the student teacher to constructively criticize the lessons the student teacher has observed," with the largest difference being that among student teachers (N = 149) of whom 83.3 percent expressed agreement with the item and 18.1 percent reported conformance with it by the cooperating teacher. Among faculty consultants (N = 47), 85.1 percent expressed agreement and 14.9 percent reported conformance by the cooperating teacher. While 78.5 percent of the cooperating teachers

expressed agreement with the item and 69.9 percent reported conforming with the expectation it expressed, their expectations and perceptions did not differ significantly.

Item 10 of Parts I and II

The expectations and perceptions of all three alter-groups differed significantly on item 10 of Parts I and II, "The cooperating teacher should/does structure a program which will enable the student teacher to visit and observe other teachers, classrooms, and teaching procedures." The smallest difference was that of cooperating teachers (N = 95) of whom 85.3 percent expressed agreement with the expectation and 58.9 percent reported conforming with it. The largest difference was that of student teachers (N = 152) of whom 97.4 percent expressed agreement with the item and only 33.6 percent reported conformance with it by the cooperating teacher. Among faculty consultants (N = 62) 91.9 percent expressed agreement with the item while 45.5 percent reported conformance with it by the cooperating teacher.

Item 11 of Parts I and II

The expectations and perceptions of all three alter-groups differed significantly on item 11 of Parts I and II, "The cooperating teacher should/does indicate to the student teacher relationships between educational theory and selection of appropriate content," with the smallest difference being that of cooperating teachers (N = 84) of whom 92.9 percent expressed agreement with the item and 79.8 percent

reported conforming with the expectation it described. Among faculty consultants (N = 48), 87.5 percent expressed agreement with the expectation item and 29.2 percent reported conformance with it by the cooperating teacher. The largest difference was that of student teachers (N = 139) of whom 88.5 percent expressed agreement and only 28.1 percent reported this behavior by the cooperating teacher.

Item 12 of Parts I and II

The expectations and perceptions of all three alter-groups also differed significantly on item 12 of Parts I and II, "The cooperating teacher should/does assist the student teacher to develop some systematic record of observation," with which 73.3 percent of the cooperating teachers (N = 90) expressed agreement and 41.1 percent of the group reported conformance. On the same item, 88.1 percent of the faculty consultants (N = 59) expressed agreement and 27.1 percent reported conformance by the cooperating teacher. The largest significant difference was that of student teachers (N = 153) of whom 75.2 percent expressed agreement with the item while only 9.2 percent reported conformance with it by the cooperating teacher.

Summary and Conclusions

The findings of the study, therefore, support Hypothesis 4.1; and the conclusion is that there is a significant difference between the expectations and perceptions of faculty consultants at, or beyond,

the accepted level of significance on all of the items in the task area of "Directed Observation." On each of these items, the proportion of faculty consultants who perceived that particular behavior of cooperating teachers was significantly smaller than the proportion who expressed agreement with the parallel expectation item.

The findings of the study, therefore, also support Hypothesis 4.2; and the conclusion is that there is a significant difference between the expectations and perceptions of student teachers at or beyond the accepted level of significance, on all of the items in the task area of "Directed Observation." On each of these items, the proportion of student teachers who perceived that particular behavior on the part of the cooperating teacher was significantly smaller than the proportion who expressed agreement with the parallel expectation item.

The findings of the study, therefore, also support Hypothesis 4.3 as it relates to items 7, 8, 10, 11, and 12 of this task area; and the conclusion is that there is a significant difference at, or beyond, the accepted level of significance, between the expectations and perceptions of cooperating teachers on the items above in the task area of "Directed Observation." On each of these items, the proportion of cooperating teachers who reported behaving in the manner indicated in the item was significantly smaller than the proportion who expressed agreement with the parallel expectation item.

V. BETWEEN-GROUP COMPARISON OF PERCEPTIONS

The purpose of this chapter is to present Hypotheses 5.1, 5.2, and 5.3, as they relate to the task area of "Directed Observation" and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the perceptions of the three possible pairs of alter-groups regarding the behavior of the cooperating teacher on the items in this task area.

The treatment of the hypotheses involved three basic steps as follows: (1) Preparing distributions of the YES and NO perception responses for the items of each task area for each of the pairs of alter-groups and entering these into 2 X 2 contingency tables; (2) Calculating a chi-square value for each of these tables and comparing it with the critical value of chi-square at the .05 level of significance with one degree of freedom; and (3) Indicating the strength and direction of perception responses which were significantly different by referring to the percentage distribution of responses on perceptions.

The value of chi-square and the level of significance of this value for each of the items in this task area of each of the pairs of alter-groups is shown in Table XXIV.

Comparison of the Perceptions of Faculty Consultants and Student Teachers

Hypothesis 5.1: There is a significant difference between the perceptions of faculty consultants and student teachers

regarding the behavior of the cooperating teacher on the items in the task area of "Directed Observation."

As indicated in Table XXIV there is a significant difference at the .01 level between the perception responses of faculty consultants and student teachers on items 7 and 12, of the items in this task area. On item 7, 60.0 percent of the faculty consultants (N = 55) reported that in the early part of a student teaching round the cooperating teacher "discusses with the student teacher the purpose, plan, etc. of the lessons to be taught by the cooperating teacher which are to be observed by the student teacher," while 36.6 percent of the student teachers (N = 153) reported observing cooperating teachers behave in this way. On item 12, only 27.1 percent of the faculty consultants (N = 59) reported that the cooperating teacher "assists the student teacher to develop some systematic record of observations," while only 9.2 percent of the student teachers (N = 153) reported the cooperating teacher giving this type of assistance.

The findings of the study, therefore, support Hypothesis 5.1, as it relates to items 7 and 12 of this task area; and the conclusion is that there is a significant difference between the perceptions of faculty consultants and student teachers regarding the behavior of the cooperating teacher on items 7 and 12 in the task area of "Directed Observation."

Comparison of the Perception Responses of Faculty Consultants and Cooperating Teachers

Hypothesis 5.2: There is a significant difference between the perceptions of faculty consultants and cooperating teachers regarding the behavior of the cooperating

teacher on the items in the task area of "Directed Observation."

Table XXIV indicates that there is a significant difference at the .01 level between the perceptions of faculty consultants and cooperating teachers on items 7, 8, 9, and 11 of this task area. On item 7, 79.8 percent of the cooperating teachers (N = 94) reported that in the early part of a student teaching round they "discuss with the student teacher the purpose, plan, etc. of the lessons to be taught by the cooperating teacher which are to be observed by the student teacher," while 60.0 percent of the faculty consultants (N = 55) reported this behavior on the part of the cooperating teacher. On item 8, 74.7 percent of the cooperating teachers (N = 95) reported that they "evaluate jointly with the cooperating teacher the lessons he has observed being taught by the cooperating teacher," while 43.6 percent of the faculty consultants (N = 55) reported that the cooperating teacher carries out this type of evaluation. On item 9, 69.9 percent of the cooperating teachers (N = 93) reported that they "encourage the student teacher to constructively criticize the lessons he has observed," while only 14.9 percent of the faculty consultants (N = 47) reported observing the cooperating teacher behave in this way. On item 11, 79.8 percent of the cooperating teachers (N = 84) reported that they "indicate to the student teacher relationships between educational theory and selection of appropriate content," while only 29.2 percent of the faculty consultants (N = 48) reported this behavior on the part of the cooperating teacher.

The findings of the study, therefore, support Hypothesis 5.2,

TABLE XXIV

COMPARISON OF THE PERCEPTION RESPONSES OF EACH OF THE PAIRS OF ALTER-GROUPS FOR THE TASK AREA OF "DIRECTED OBSERVATION"

Item No.	Values of χ^2 and Level of Significance of Compared Groups					
	FC - ST		FC - CT		ST - CT	
7	8.118	.01+	7.527	.01+	46.302	.01+
8	2.265	N.S.	14.266	.01	45.084	.01+
9	0.083	N.S.	38.661	.01	67.834	.01+
10	2.074	N.S.	2.339	N.S.	14.338	.01+
11	0.011	N.S.	32.646	.01	55.614	.01+
12	9.009	.01+	2.895	N.S.	33.363	.01+

Critical Values of chi-square: .05 level = 3.84
 .01 level = 6.64
 .001 level = 10.83

+ indicates the significance level is well beyond that indicated.

as it relates to items 7, 8, 9, and 11 of this task area; and the conclusion is that there is a significant difference between the perceptions of faculty consultants and cooperating teachers regarding the behavior of the cooperating teacher on the items above in the task area of "Directed Observation."

Comparison of the Perception Responses of Student Teachers and Cooperating Teachers

Hypothesis 5.3: There is a significant difference between the perceptions of student teachers and cooperating teachers regarding the behavior of the cooperating teacher on the items in the task area of "Directed Observation."

As indicated in Table XXIV the analysis of the data reveals a significant difference which is well beyond the .01 level between the perception responses of student teachers and cooperating teachers on all items in this task area. On item 7, 79.8 percent of the cooperating teachers (N = 94) reported that in the early part of a student teaching round they "discuss with the student teacher the purpose, plan, etc. of the lessons to be taught by the cooperating teacher which are to be observed by the student teacher," while 36.6 percent of the student teachers (N = 153) reported cooperating teachers behaving in this way. On item 8, 74.7 percent of the cooperating teachers (N = 95) reported that they "evaluate jointly with the student teacher the lessons he has observed being taught by the cooperating teacher," while 30.5 percent of the student teachers (N = 154) reported cooperating teachers behaving in this way. On item 9, 69.9 percent of the

cooperating teachers (N = 93) reported that they "encourage the student teacher to constructively criticize the lessons he has observed," while 18.1 percent of the student teachers (N = 149) reported this behavior on the part of the cooperating teacher.

On item 10, 58.9 percent of the cooperating teachers (N = 95) reported that they "structure a program which enables the student teacher to visit and observe other teachers, classrooms, and teaching procedures," while 33.6 percent of the student teachers (N = 152) reported cooperating teachers behaving in this way. On item 11, 79.8 percent of the cooperating teachers (N = 84) reported that they "indicate to the student teacher relationships between educational theory and the selection of appropriate content," while 28.1 percent of the student teachers (N = 139) reported cooperating teachers behaving in this way. On item 12, the last item in this task area, 41.1 percent of the cooperating teachers (N = 90) reported that they "assist the student teacher to develop some systematic record of observations," while only 9.2 percent of the student teachers (N = 153) reported cooperating teachers giving this type of assistance.

The findings of the study, therefore, support Hypothesis 5.3, as it relates to all of the items in this task area; and the conclusion is that there is a significant difference in the perceptions of student teachers and cooperating teachers on all of the items in the task area of "Directed Observation." In general, on each of these items, the proportion of student teachers who perceived cooperating teachers behaving in the manner indicated in the items was significantly smaller than the proportion of cooperating teachers who reported behaving in this way.

VI. BETWEEN SUB-GROUP COMPARISON OF PERCEPTIONS

The purpose of this chapter is to present Hypotheses 6.1, 6.2, and 6.3, as they relate to the items in the task area of "Directed Observation" and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the perceptions of the sub-groups in each of the alter-groups on each of the items of each task area. The treatment of the hypotheses involved the three basic steps described in Chapter IV under the section dealing with between sub-group comparison of perceptions.

The three hypotheses are presented below, followed by a discussion of the findings for the pairs of sub-groups. Table XXV shows the value of chi-square and the level of significance of this value for each of the pairs of compared sub-groups for each of the items in this task area.

Comparison of the Perceptions of Sub-Groups of Faculty Consultants, Student Teachers and Cooperating Teachers

Hypothesis 6.1: There is a significant difference between the perceptions of the behavior of the cooperating teacher as reported by faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program on the items in the task area of "Directed Observation."

6.2: There is a significant difference between the perceptions of the behavior of the cooperating teacher as reported by student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program on the items in the task area of "Directed Observation."

TABLE XXV

BETWEEN SUB-GROUPS COMPARISON OF PERCEPTIONS
IN THE TASK AREA OF "DIRECTED OBSERVATION"

Item No.	FACULTY CONSULTANTS			STUDENT TEACHERS			COOPERATING TEACHERS					
	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	χ^2 and Level of Sig. for Compared Groups E/JH E/SH JH/SH
7	EP SP	8 25	4 18	0.040 NS	EP SP	18 38	44 53	2.054 NS	E JH SH	27 31 19	9 3 5	2.183 NS 0.004 NS 0.846
8	EP SP	7 17	10 21	0.002 NS	EP SP	11 37	51 55	7.705 .01	E JH SH	25 30 17	12 5 6	2.255 NS 0.054 NS 0.607
9	EP SP	0 7	12 28	1.463 NS	EP SP	6 21	55 67	3.879 .05	E JH SH	22 26 19	12 9 5	0.364 NS 4.367 NS 0.015
10	EP SP	7 21	11 23	0.125 NS	EP SP	12 39	49 52	7.796 .01	E JH SH	17 24 15	21 9 9	4.582 .05 1.215 NS 0.283
11	EP SP	3 11	9 25	0.000 NS	EP SP	12 28	43 57	1.516 NS	E JH SH	30 21 17	4 7 5	1.048 NS 0.516 NS 0.022
12	EP SP	5 11	10 33	0.084 NS	EP SP	7 8	55 84	0.065 NS	E JH SH	14 10 14	19 23 10	0.589 NS 0.843 NS 0.038

LEGEND: NS:Not Significant, EP:Elementary Program, SP:Secondary Program, E:Elementary Level, JH:Junior High School Level, SH:Senior High School Level, /:Compared With.

- 6.3: There is a significant difference between the self-perceptions of their behavior as a cooperating teacher as reported by those who teach at the Elementary level, the Junior High School level, and those who teach at the Senior High School level on the items in the task area of "Directed Observation."

As Table XXV indicates, there are no items in this task area on which there is a significant difference between the perceptions of the sub-groups of faculty consultants. The findings of the study, therefore, do not support Hypothesis 6.1; and the conclusion is that there is no significant difference between the perceptions of faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program on any of the items in the task area of "Directed Observation."

Table XXV indicates that there is a significant difference between the perceptions of the sub-groups of student teachers on items 8, 9, and 10 of this task area. On all three items, the proportion of student teachers in the Elementary Program who perceived the behavior described in the item was smaller than that of students in the Secondary Program. On item 8, 18 percent of those in the Elementary Program reported that, "in the early part of a student teaching round the cooperating teacher discusses with the student teacher the purpose, plan, etc. of the lessons to be taught by the cooperating teacher which are to be observed by the student teacher," while 40 percent of those in the Secondary Program reported this behavior. On item 9, 10 percent of those in the Elementary Program reported that, "The cooperating teacher encourages the student teacher to constructively

criticize the lessons the student teacher has observed," while 34 percent of those in the Secondary Program reported this behavior by cooperating teachers. On item 10, 20 percent of those in the Elementary Program reported that, "The cooperating teacher structures a program which will enable the student teacher to visit and observe other teachers, classrooms and teaching procedures," while 43 percent of those in the Secondary Program reported this behavior by the cooperating teacher.

The findings of the study, therefore, support Hypothesis 6.2, as it relates to items 8, 9, and 10 of this task area; and the conclusion is that there is a significant difference in the perceptions of student teachers who are enrolled in the Elementary Program and those who are enrolled in the Secondary Program for the behavior of the cooperating teacher on the items above, in the task area of "Directed Observation."

As Table XXV indicates, there is a significant difference at the .05 level between the perceptions of Elementary cooperating teachers and Junior High School cooperating teachers on item 10 of this task area. On this item, 45 percent of the Elementary cooperating teachers reported that they "structure a program which will enable the student teacher to visit and observe other teachers, classrooms, and teaching procedures," while 72 percent of the Junior High School cooperating teachers reported structuring such a program. Table also indicates that there is a significant difference at the .05 level between the Elementary cooperating teachers and the Senior High School

cooperating teachers on item 9 of this task area. On this item, 65 percent of the Elementary cooperating teachers reported that, "The cooperating teacher encourages the student teacher to constructively criticize the lessons the student teacher has observed," while 80 percent of the Senior High School cooperating teachers reported encouraging the student teacher in this way.

The findings of the study, therefore, support Hypothesis 6.3, as it relates to items 9 and 10 of this task area; and the conclusion is that there is a significant difference between the perceptions of cooperating teachers who teach at the Elementary and those who teach at the Junior High School Level, on item 10; and between the perceptions of cooperating teachers who teach at the Elementary level and those who teach at the Senior High School level, on item 9 of this task area of "Directed Observation."

CHAPTER VII

PLANNED PARTICIPATION

The purpose of this chapter is to present an analysis of the expectations and perceptions of faculty consultants, student teachers and cooperating teachers for the role of the cooperating teacher in the task area of "Planned Participation." This analysis is a test of Hypotheses 1.1 through 6.3, as they relate to the items in this task area, and is presented in six sections, as follows: (1) Within-Group Consensus on Expectations; (2) Between-Group Consensus on Expectations; (3) Between Sub-Group Consensus on Expectations; (4) Within-Group Comparison of Expectations and Perceptions; (5) Between-Group Comparison of Perceptions; and (6) Between Sub-Group Comparison of Perceptions. Items 13 through 16 of Parts I and II of the questionnaire deal with expectations and perceptions in this task area.

1. WITHIN-GROUP CONSENSUS ON EXPECTATIONS

The following analysis is a test of Hypotheses 1.1, 1.2, and 1.3, as they relate to this task area. The variance scores are investigated to determine the relative extent of within-group conflict or consensus in expectations on the items of this task area.

Expectations of Faculty Consultants

Hypothesis 1.1: There are different degrees of consensus in the expectations of faculty consultants for the role

TABLE XXVI

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN AND MEAN RANK
OF EXPECTATION RESPONSES OF FACULTY CONSULTANTS
IN THE TASK AREA OF "PLANNED PARTICIPATION"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES							SUM MD+D+SD	Variance Rank ^a		Mean	Mean Rank
	SA	A	MA	MD	D	SD	SUM SA+A+MA		Variance	Variance Rank ^a		
13	50	42	7	1	0	0	99	1	.4624	1	1.59	1
14	45	51	3	0	0	1	99	11	.5625	2	1.64	2
15	47	35	7	4	5	4	87	13	1.8225	4	2.03	3
16	19	42	23	8	4	5	83	17	1.6900	3	2.53	4

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree.

^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations.

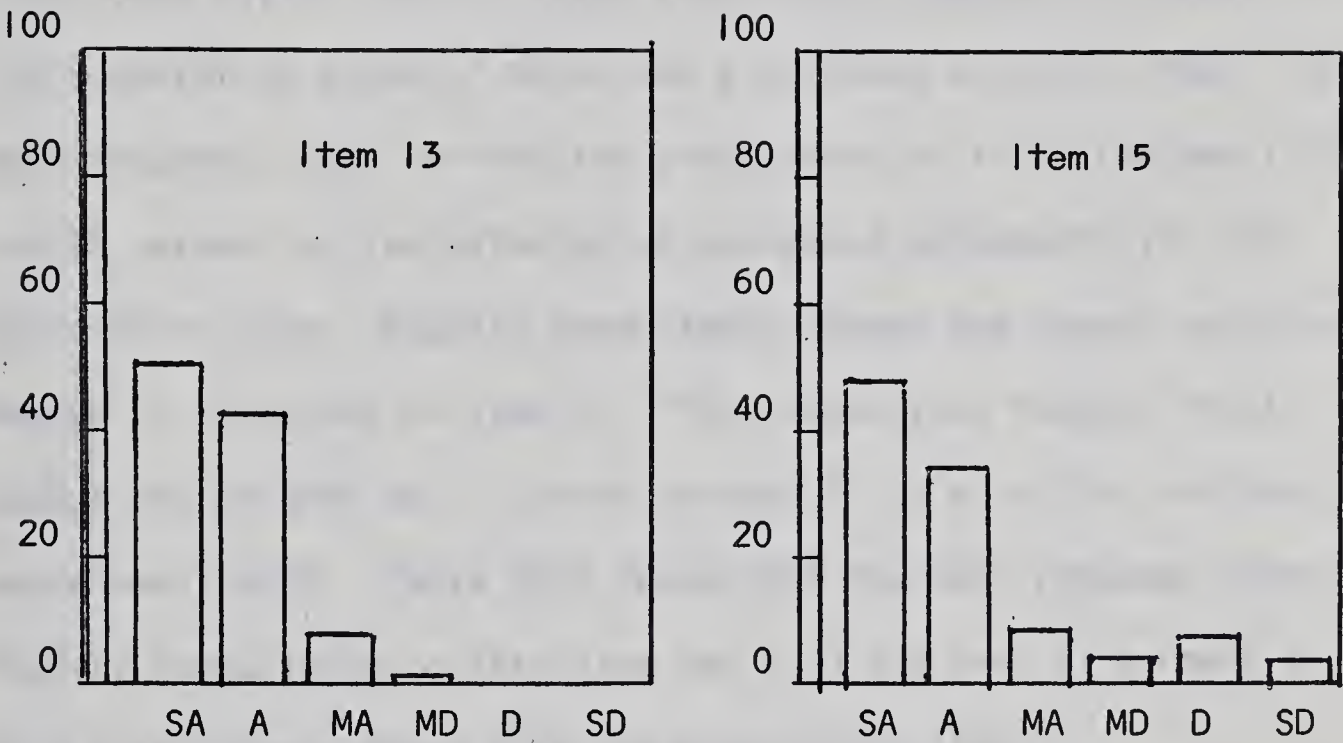


Figure 8

FACULTY CONSULTANTS' RESPONSES TO ITEM 13, "REQUIRE THE STUDENT
TEACHER TO BEGIN ASSUMING SOME ROUTINE CLASSROOM DUTIES
SHORTLY AFTER THE STUDENT TEACHER'S ARRIVAL IN
THE COOPERATING SCHOOL," AND ITEM 15, "ACCEPT
THE STUDENT AS A 'JUNIOR PARTNER'"

of the cooperating teacher on the items in the task area of "Planned Participation."

In terms of the ranked variance scores as shown in Table XXVI, faculty consultants showed the highest relative degree of consensus for items in this task area on item 13, "The cooperating teacher should require the student teacher to begin assuming some routine classrooms duties shortly after the student teacher's arrival in the cooperating school," which had a variance score of .4624. The mean response score for faculty consultants on this item was 1.59 and 99 percent of the alter-group expressed agreement with the expectation item. Faculty consultants showed the lowest relative degree of consensus on item 15, "The cooperating teacher should accept the student as a 'junior partner,'" on which the variance score was 1.8225. Table XXVI shows that the mean response score of faculty consultants on this item was 2.03 and that 87 percent of this alter-group agreed with the expectation item.

Figure 8 illustrates the percentage frequency distribution of responses on items 13 and 15, the items in this task area on which faculty consultants demonstrated, respectively, the highest and lowest relative degrees of consensus.

Expectations of Student Teachers

Hypothesis 1.2: There are different degrees of consensus in the expectations of student teachers for the role of the cooperating teacher on the items of the task area of "Planned Participation."

TABLE XXVII

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF STUDENT TEACHERS IN THE
TASK AREA OF "PLANNED PARTICIPATION"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										SUM		Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SA+A+MA	MD+D+SD								
13	10	38	12	4	6	1	89	11			1.3924	3	2.03	2		
14	41	43	8	1	5	2	92	8			1.2100	2	1.89	1		
15	39	34	10	16	9	2	83	17			1.8225	4	2.17	3		
16	20	40	25	10	3	1	86	14			1.1881	1	2.40	4		

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree.

^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations.

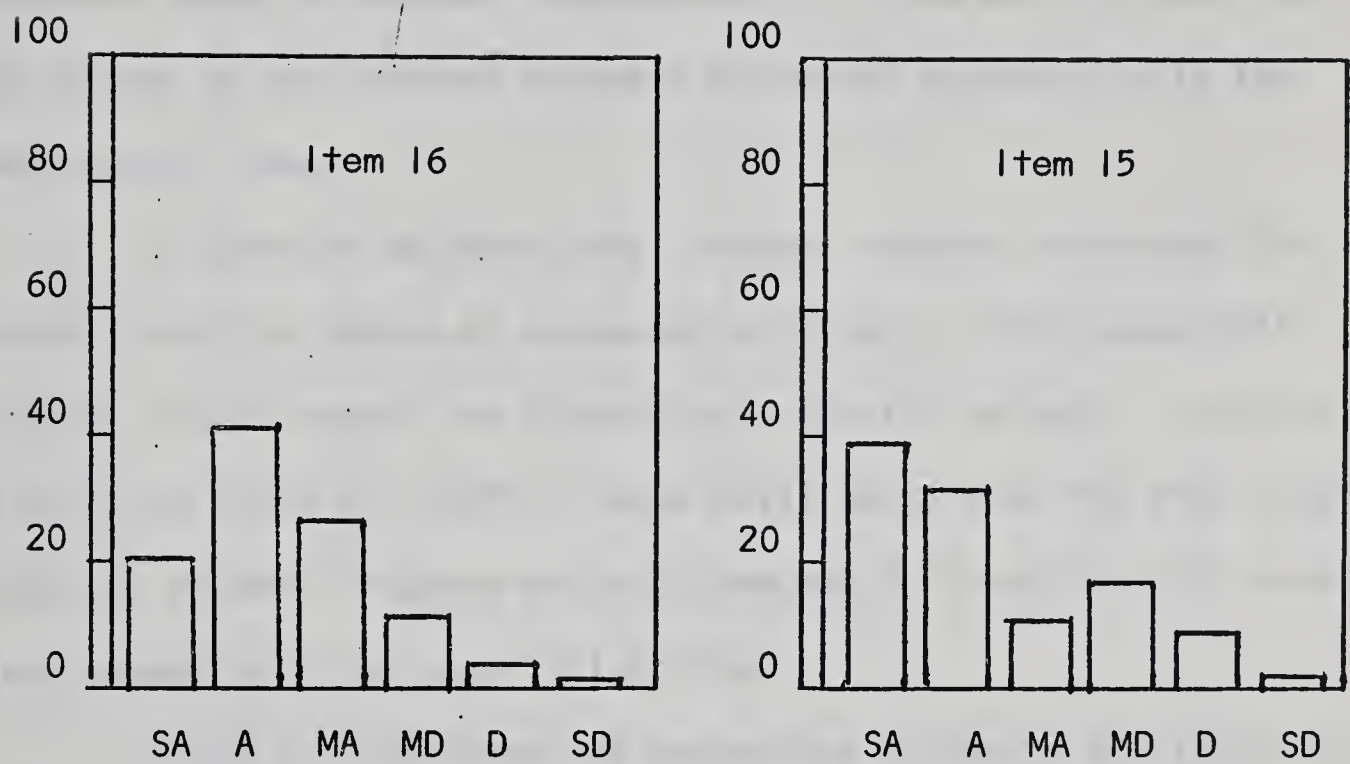


Figure 9

RESPONSES OF STUDENT TEACHERS TO ITEM 16, "MAKE THE FIRST TEACHING ASSIGNMENT AFTER A JOINT EVALUATION OF THE CLASS MEMBERSHIP," AND ITEM 15, "ACCEPT THE STUDENT AS A 'JUNIOR PARTNER'"

As Table XXVII indicates, in terms of variance rank, student teachers demonstrated the highest relative degree of consensus on item 16, "The cooperating teacher should make the first teaching assignment after a joint evaluation of the class membership," with a variance score of 1.1881. Table XXVII also shows that the mean response score of student teachers on this item was 2.40 and that 86 percent of the student teachers expressed agreement with the expectation item.

In terms of variance rank, student teachers expressed the lowest relative degree of consensus on item 15, "The cooperating teacher should accept the student as a 'junior partner,'" which had a variance score of 1.8225. Table XXVII shows that the mean response score of student teachers on this item was 2.17 and that 83 percent of them agreed with the expectation item.

Figure 9 illustrates the percentage frequency distribution of responses of student teachers on items 15 and 16, the items in this task area on which student teachers demonstrated, respectively, the highest and lowest relative degrees of consensus.

Expectations of Cooperating Teachers

Hypothesis 1.3: There are different degrees of consensus in expectations of cooperating teachers for the role of the cooperating teacher on the items in the task area of "Planned Participation."

Table XXIX indicates that, in terms of variance rank cooperating teachers demonstrated the highest relative degree of consensus on

TABLE XXVIII

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF COOPERATING TEACHERS IN THE
TASK AREA OF "PLANNED PARTICIPATION"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										Variance Rank ^a		Mean		Mean Rank
	SA	A	MA	MD	D	SD	sum SA+A+MA	sum MD+D+SD	Variance	Variance Rank					
13	54	37	5	3	1	0	96	4	.6400	1			1.61		1
14	51	39	4	1	5	0	94	6	.9604	2			1.71		2
15	44	36	12	2	4	2	92	8	1.3225	4			1.93		3
16	15	49	22	8	6	0	86	14	1.0609	3			2.41		4

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree

^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations.

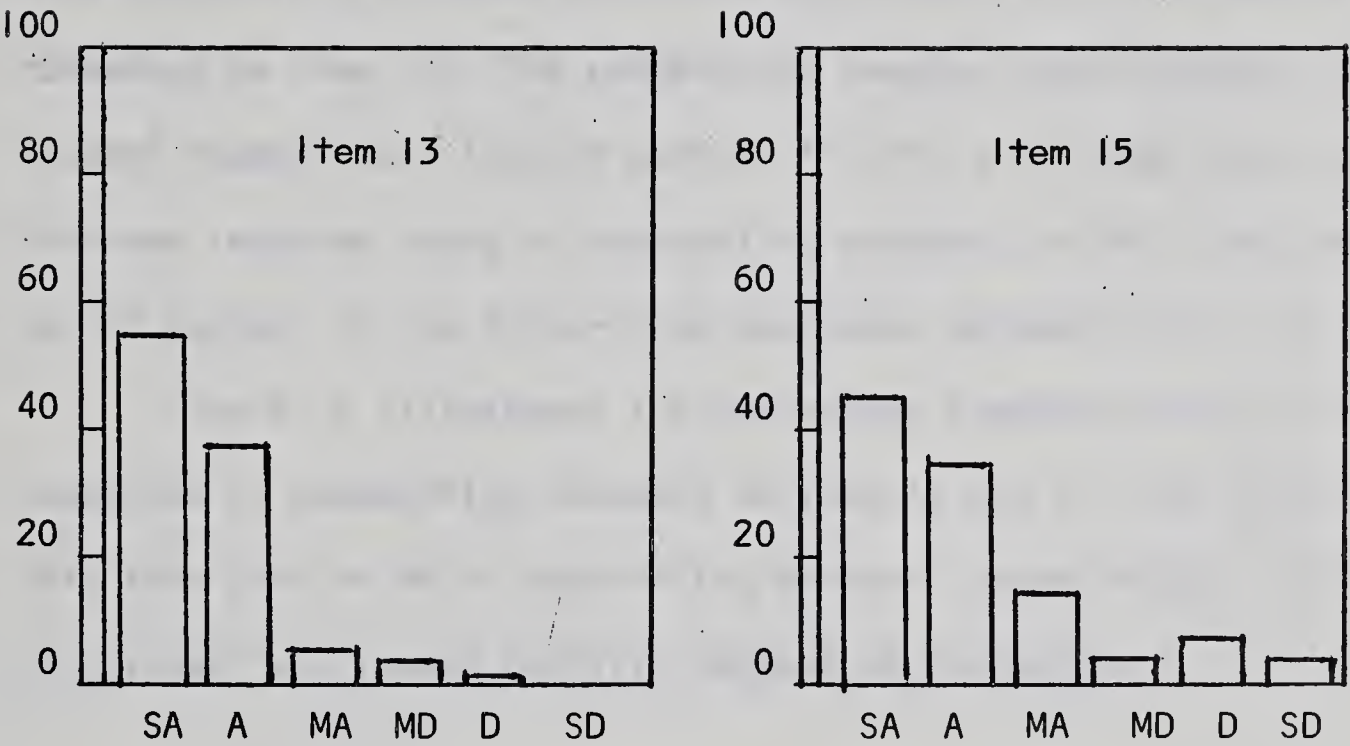


Figure 10

RESPONSES OF COOPERATING TEACHERS TO ITEM 13, "REQUIRE THE STUDENT
TEACHER TO BEGIN ASSUMING SOME ROUTINE CLASSROOM DUTIES SHORTLY
AFTER THE STUDENT TEACHER'S ARRIVAL IN THE COOPERATING
SCHOOL," AND ITEM 15, "ACCEPT THE STUDENT AS A
'JUNIOR PARTNER'"

item 13, "The cooperating teacher should require the student teacher to begin assuming some routine classroom duties shortly after the student teacher's arrival in the cooperating school," with a variance score of .6400. Table XXVII shows that the mean response of cooperating teachers on this item was 1.61 and that 96 percent of this alter-group agreed with the expectation item.

Table XXVIII indicates in terms of ranked variance scores, that cooperating teachers expressed the highest relative degree of consensus on item 15, "The cooperating teacher should accept the student teacher as a 'junior partner,'" with a variance score of 1.3225. The mean response score of cooperating teachers on this item was 1.93 and 92 percent of the alter-group expressed agreement with the item.

Figure 10 illustrates the percentage frequency distribution of responses of cooperating teachers on item 13 and 15, the items in this task area on which cooperating teachers demonstrated, respectively, the highest and lowest relative degrees of consensus.

Summary and Conclusions

In terms of the ranked variance scores, faculty consultants and cooperating teachers demonstrated the highest relative degrees of consensus on item 13, "The cooperating teacher should require the student teacher to begin assuming some routine classroom duties shortly after the student teacher's arrival in the cooperating school," while student teachers demonstrated the highest relative degree of consensus on item 16, "The cooperating teacher should make the first

TABLE XXIX

SUMMARY OF VARIANCE RANKS AND MEAN RANKS FOR THE THREE ALTER-
GROUPS FOR THE TASK AREA OF "PLANNED PARTICIPATION"

Item No.	Variance Ranks			Mean Ranks		
	FC	ST	CT	FC	ST	CT
13	1	3	1	1	2	1
14	2	2	2	2	1	2
15	4	4	4	3	3	3
16	3	1	3	4	4	4

LEGEND: FC: Faculty Consultant; ST: Student Teacher; CT: Cooperat-
ing Teacher

teaching assignment after a joint evaluation of the class membership." All three alter-groups demonstrated the lowest relative degree of consensus on item 15, "The cooperating teacher should accept the student as a 'junior partner.'"

Using ranked variance scores as a means of determining relative degrees of consensus within alter-groups on the items in a task area, it may be concluded, generally, that Hypotheses 1.1, 1.2, and 1.3 are supported; that is, that there are different degrees of consensus within each of the alter-groups for the items in the task area of "Planned Participation."

II. BETWEEN-GROUP CONSENSUS ON EXPECTATIONS

The purpose of this section is to present Hypothesis 2.1, 2.2, and 2.3 as they relate to the items in the task area of "Planned Participation" and to discuss the findings.

In general, it was hypothesized that there is a lack of consensus between each of the possible pairs of alter-groups on each of the expectation items in each of the task areas related to the role of the cooperating teacher.

The procedure used in the treatment of the hypotheses involved two basic steps: (1) Comparison of the cumulative response distributions of each of the pairs of alter-groups on each of the items using the Kolmogorov-Smirnov two-sample test, and (2) Calculation of the mean responses and the ranks of the means for the items in this task area, and the tabular presentation of these values in order to indicate the strength and direction of the expectation responses which were significantly different.

The critical values for the Kolmogorov-Smirnov two-sample test are given in Table V, Chapter IV along with a discussion of the nature of the test itself.

Expectations of Faculty Consultants, Student Teachers and Cooperating Teachers

Hypothesis 2.1: There is a lack of consensus between faculty consultants and student teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Planned Participation."

TABLE XXX

COMPARISON OF THE EXPECTATIONS OF THE ALTER-GROUPS IN THE TASK AREA OF PLANNED PARTICIPATION

Item No.	Group							D _{max} , Chi-Square, and Sig. Level for Compared Groups		
		SA	A/	MA	MD	D	SD	FC - ST	FC - CT	ST - CT
13	FC	37	31	5	1	0	0	0.145	0.035	0.142
	ST	61	59	18	6	9	2	4.196	0.211	4.859
	CT	73	37	5	3	1	0	N.S.	N.S.	N.S.
14	FC	33	38	2	0	0	1	0.108	0.060	0.092
	ST	64	68	12	1	7	3	2.3302	0.619	2.051
	CT	50	39	4	1	5	0	N.S.	N.S.	N.S.
15	FC	33	26	5	3	4	3	0.062	0.054	0.087
	ST	61	53	15	9	14	3	0.765	0.499	1.826
	CT	43	36	12	2	4	2	N.S.	N.S.	N.S.
16	FC	14	31	16	6	3	4	0.049	0.054	0.048
	ST	31	62	40	15	5	2	0.489	0.494	0.568
	CT	15	48	22	8	6	0	N.S.	N.S.	N.S.

FC=Faculty Consultant, ST=Student Teacher, CT=Cooperating Teacher. SA=Strongly Agree, A=Agree, MA=Mildly Agree, MD=Mildly Disagree, D=Disagree, and SD=Strongly Disagree. N.S.=Not Significant.

- 2.2: There is a lack of consensus between faculty consultants and cooperating teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Planned Participation."
- 2.3: There is a lack of consensus between student teachers and cooperating teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Planned Participation."

As Table XXX indicates, there are no significant differences between the expectation responses of any of the pairs of alter-groups on any of the items in this task area. The findings of the study, therefore, do not support Hypotheses 2.1, 2.2, or 2.3, as they relate to the items in this task area; and the conclusion is that there is consensus between faculty consultants, student teachers and cooperating teachers on all of the items in the task area of "Planned Participation."

Mean Responses of the Alter-Groups

A better understanding of the strength of the expressed expectations can be attained from an investigation of the mean responses of the alter-groups. Table XXIX shows the ranked mean responses on the items of this third task area, "Planned Participation." Both the high and the low ranked means are of significance since they indicate the most strongly and least strongly expressed expectations.

The ranked mean scores of the three alter-groups indicate that faculty consultants and cooperating teachers felt most strongly that the cooperating teacher should "require the student teacher to begin assuming some routine duties shortly after his arrival in the

cooperating school," while student teachers felt most strongly that "in the early part of the student teaching round, the cooperating teacher should arrange for the student teacher to take over a class for a part of a lesson when appropriate to do so." The ranked mean scores also suggest that relative to the items in this task area, faculty consultants, student teachers and cooperating teachers felt least strongly that the cooperating teacher should make the first teaching assignment after a joint evaluation of the class membership.

III. BETWEEN SUB-GROUP CONSENSUS ON EXPECTATIONS

The purpose of this section is to present Hypotheses 3.1, 3.2, and 3.3, as they relate to the items in the task area of "Planned Participation," and to discuss the findings.

In general, it was hypothesized that there is a lack of consensus between the sub-groups within each of the alter-groups, on each of the expectation items in each of the task areas relating to the role of the cooperating teacher. The procedure used in the treatment of the hypotheses involved two basic steps: (1) Comparison of the cumulative response distributions of the sub-groups of each alter-group on each of the items of the task area being investigated, using the Kolmogorov-Smirnov two-sample test; and (2) Comparison of the mean responses, variance, and the percentage distribution of responses on those items on which the Kolmogorov-Smirnov test indicated significant differences, in order to show whether the difference is one of intensity or direction of responses.

Expectations of Faculty Consultants in the Elementary Program and Faculty Consultants in the Secondary Program

Hypothesis 3.1: There is a lack of consensus between the expectations of faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program on the items in the task area of "Planned Participation."

Table XXXI indicates that there is no significant difference between the expectations of the sub-groups of faculty consultants on any of the items in this task area. The findings of the study, therefore, do not support Hypothesis 3.1 as it relates to the items in this task area; and the conclusion is that there is consensus between faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program on all of the expectation items for the role of the cooperating teacher in the task area of "Planned Participation."

Expectations of Student Teachers Enrolled in the Elementary Program and Those Enrolled in the Secondary Program

Hypothesis 3.2: There is a lack of consensus between the expectations of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program on the items in the task area of "Planned Participation."

As Table XXXI indicates, there is a significant difference at the .05 level between the expectations of the sub-groups of student teachers on item 13 of this task area. On this item, 94 percent of the student teachers in the Elementary Program expressed agreement with this item, which stated that "The cooperating teacher should require the student teacher to begin assuming some routine classroom

TABLE XXXI

D_{max} AND SIGNIFICANCE LEVEL FOR BETWEEN SUB-GROUP COMPARISON
OF EXPECTATIONS FOR THE TASK AREA OF "PLANNED PARTICIPATION"

Item No.	FACULTY CONSULTANTS		STUDENT TEACHERS		COOPERATING TEACHERS			
	D_{max}	Level of Sig.	D_{max}	Level of Sig.	E-JH		E-SH	
					D_{max}	Level of Sig.	D_{max}	Level of Sig.
13	0.294	NS	0.223	.05	0.172	NS	0.132	NS
14	0.218	NS	0.197	NS	0.307	NS	0.158	NS
15	0.105	NS	0.139	NS	0.095	NS	0.202	NS
16	0.190	NS	0.144	NS	0.303	NS	0.164	NS

NS: Not Significant

E-JH: Elementary level and Junior High School level cooperating teachers

E-SH: Elementary level and Senior High School level cooperating teachers

Critical Values of D_{max} for Faculty Consultants: .05 level = .3684, .01 level = .4415

Critical Values of D_{max} for Student Teachers: .05 level = .2223 .01 level = .2665

Critical Values for Elementary and Junior High School level cooperating teachers:

Critical Values for Elementary and Senior High School level cooperating teachers:

Critical Values for Junior High and Senior High School level cooperating teachers:

Critical Values for Junior High and Senior High School level cooperating teachers: .05 level = .3563, .01 level = .4270

duties shortly after the student teacher's arrival in the cooperating school," while 86 percent of those enrolled in the Secondary Program expressed agreement with the item. The variance scores for the two sub-groups were 1.0609 and 1.5129, respectively; while the mean scores were 1.73 and 2.23, respectively, for those in the Elementary and the Secondary Programs, would suggest that the difference is due more to intensity of agreement with the item than to a difference in direction of response.

The findings of the study, therefore, support Hypothesis 3.2 as it relates to item 13 of this task area; and the conclusion is that there is a lack of consensus between the expectations of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program on expectation item 13 for the role of the cooperating teacher in the task area of "Planned Participation."

Expectations of Cooperating Teachers Who Teach at the Elementary, the Junior High School, and the Senior High School Level

Hypothesis 3.3: There is a lack of consensus between the expectations of cooperating teachers who teach at the Elementary level, the Junior High School level, and those who teach at the Senior High School level, on the items in the task area of "Planned Participation."

As Table XXXI indicates, there are no items in this task area on which there is a significant difference between the expectations of the sub-groups of cooperating teachers. The findings of the study, therefore, do not support Hypothesis 3.3, as it relates to the items in this task area; and the conclusion is that there is consensus

between the expectations of cooperating teachers who teach at the Elementary level, those who teach at the Junior High School level, and those who teach at the Senior High School level, on all of the items for the role of the cooperating teacher in the task area of "Planned Participation."

IV. WITHIN-GROUP COMPARISON OF EXPECTATIONS AND PERCEPTIONS

The purpose of this section is to present Hypotheses 4.1, 4.2, and 4.3, as they relate to the task area of "Planned Participation," and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the expectations and perceptions of each of the alter-groups on the items of each task area.

The procedure used in the treatment of the hypotheses involved four basic steps which have been described in Chapter IV, Section 4, under the heading of "Within-Group Comparison of Expectations and Perceptions."

The three hypotheses are presented below, followed by a discussion of the findings for the three alter-groups and a summary and conclusion for each of the hypotheses. Table XXXII shows the value of chi-square and the level of significance of this value for each of the alter-groups on each of the items in this task area.

Comparison of the Expectations and Perceptions of Faculty Consultants, of Student Teachers, and of Cooperating Teachers

Hypothesis 4.1: There is a significant difference between the expectations and perceptions of faculty consultants on the items of the task area of "Planned Participation."

Hypothesis 4.2: There is a significant difference between the expectations and perceptions of student teachers on the items in the task area of "Planned Participation."

4.3: There is a significant difference between the expectations and perceptions of cooperating teachers on the items in the task area of "Planned Participation."

The values of N shown in parentheses in the sections which follow indicate the total number of respondents in the particular alter-group who responded YES or NO in Part II of the questionnaire dealing with perceptions of the behavior of the cooperating teacher.

Item 13 of Parts I and II

As Table XXXII indicates, there is no significant difference between the expectations and perceptions of any of the three alter-groups on item 13 of Parts I and II, "The cooperating teacher should/does require the student teacher to begin assuming some routine classroom duties shortly after the student teacher's arrival in the cooperating school." In each of the alter-groups, 88.6 percent or more of the respondents expressed agreement with the item, and 81.2 percent or more of the respondents reported conformity with it by the cooperating teacher.

Item 14 of Parts I and II

As Table XXXII indicates, there is a significant difference between the expectations and perceptions of student teachers on item 14

of Parts I and II, "The cooperating teacher should/does, in the early part of the student teaching round, arrange for the student teacher to take over a class for part of a lesson, when it is appropriate to do so." Of this alter-group (N = 149), 92.8 percent expressed agreement with the expectation item and 75.2 percent reported conformity with it by the cooperating teacher. Among cooperating teachers (N = 98) and faculty consultants (N = 63), 100 percent and 93.9 percent, respectively, of the respondents expressed agreement with the item; while 93.7 percent and 87.8 percent, respectively, of the respondents reported conformity with this expectation by the cooperating teacher. However, the expectations and perceptions of cooperating teachers and faculty consultants did not differ significantly on this item.

Item 15 of Parts I and II

As Table XXXII indicates, there is a significant difference between the expectations and perceptions of faculty consultants and of student teachers on item 15 of Parts I and II, "The cooperating teacher should/does accept the student teacher as a 'junior partner.'" The largest difference was that of faculty consultants (N = 62) of whom 90.3 percent expressed agreement with the item and 59.7 percent reported conformance by the cooperating teacher. Among student teachers (N = 136), 86.0 percent expressed agreement and 67.6 percent reported conformity by the cooperating teacher. The expectation and perception responses of cooperating teachers (N = 92) did not differ significantly: 93.5 percent expressed agreement with the item and 90.2 percent reported accepting the student teacher in this way.

Item 16 of Parts I and II

As Table XXXII indicates, there is a significant difference between expectations and perceptions at the .05 level among faculty consultants and at the .01 level among student teachers on item 15 of Parts I and II, "The cooperating teacher should/does make the first teaching assignment after a joint evaluation of the class membership." Among faculty consultants (N = 66), 82.9 percent expressed agreement with the item while 54.3 percent reported this behavior by the cooperating teacher. Among student teachers (N = 133), 85.0 percent expressed agreement with the expectation item while only 34.6 percent reported conformance with it by the cooperating teacher. There was no significant difference between the expectations of cooperating teachers (N = 90), of whom 90.0 percent expressed agreement with the item and 80.0 percent reported behavior in accordance with item.

Summary and Conclusions

The findings of the study, therefore, support Hypothesis 4.1, as it relates to items 15 and 16 in this task area; and the conclusion is that there is a significant difference at, or beyond, the accepted level of significance, between the expectations and perceptions of faculty consultants on items 15 and 16 in the task area of "Planned Participation."

The findings of the study, therefore, support Hypothesis 4.2, as

it relates to items 14, 15, and 16 in this task area; and the conclusion is that there is a significant difference at, or beyond, the accepted level of significance, between the expectations and the perceptions of student teachers on items 14, 15, and 16 in the task area of "Planned Participation."

The findings of the study, therefore, do not support Hypothesis 4.3, as it relates to the items of this task area; and the conclusion is that there is no significant difference at the accepted level of significance between the expectations and perceptions of cooperating teachers on any of the items in the task area of "Planned Participation."

V. BETWEEN-GROUP COMPARISON OF PERCEPTIONS

The purpose of this section is to present Hypotheses 5.1, 5.2, and 5.3, as they relate to the task area of "Planned Participation" and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the perceptions of the three possible pairs of alter-groups regarding the behavior of the cooperating teacher on the items in this task area.

The treatment of the hypotheses involved three basic steps which have been described in Chapter IV, Section 4, under the heading "Between-Group Comparison of Perceptions." The value of chi-square and the level of significance of this value for each of the items in this task area for each of the pairs of alter-groups is shown in Table XXXIII.

The three hypotheses are presented below, followed by a discussion of the findings for each of the pairs of alter-groups and a summary and

TABLE XXXIII

COMPARISON OF THE PERCEPTION RESPONSES OF EACH OF THE PAIRS OF
ALTER-GROUPS FOR THE TASK AREA OF "PLANNED PARTICIPATION"

Item No.	Values of χ^2 and Level of Significance for Compared Groups					
	FC - ST		FC - CT		ST - CT	
13	4.542	.05	0.064	N.S.	5.578	.05
14	8.593	.01	0.314	N.S.	7.351	.01
15	0.684	N.S.	22.134	.01+	18.815	.01+
16	3.534	N.S.	8.911	.01	46.303	.01+

Critical Values of chi-square: .05 level = 3.84
 .01 level = 6.64
 .001 level = 10.83

+ indicates that the significance level is well beyond that indicated.

conclusion for each of the hypotheses.

Comparison of the Perceptions of Faculty Consultants and Student Teachers

Hypothesis 5.1: There is a significant difference between the perceptions of faculty consultants and student teachers regarding the behavior of the cooperating teacher on the items in the task area of "Planned Participation."

As indicated in Table XXXIII, there is a significant difference at the .05 level between the perception responses of these two alter-groups on item 13, and at the .01 level on item 14. On item 13, 92.6 percent of the faculty consultants (N = 68) reported that the cooperating teacher "requires the student teacher to assume some routine classroom duties shortly after the student teacher's arrival in the cooperating school," while 81.6 percent of the student teachers (N = 149) reported this behavior on the part of the cooperating teacher. On item 14, 93.7 percent of the faculty consultants (N = 63) reported that early in the round the cooperating teacher "arranges for the student teacher to take over part of a lesson when it is appropriate to do so," while 75.2 percent of the student teachers (N = 153) reported observing this behavior on the part of the cooperating teacher.

The findings of the study, therefore, support Hypothesis 5.1 for items 13 and 14 of this task area; and the conclusion is that there is a significant difference, at the accepted level of significance, between the perceptions of faculty consultants and student teachers regarding the behavior of the cooperating teacher, on items 13 and 14 in the task area of "Planned Participation."

Comparison of the Perceptions of Faculty Consultants and Cooperating Teachers

Hypothesis 5.2: There is a significant difference between the perceptions of faculty consultants and cooperating teachers regarding the behavior of the cooperating teacher on the items in the task area of "Planned Participation."

As Table XXXIII indicates, there is a significant difference at the .01 level between the perceptions of faculty consultants and cooperating teachers on item 15 and item 16 of this task area. On item 15, 90.2 percent of the cooperating teachers (N = 92) reported that they "accept the student teacher as a 'junior partner'", while 59.7 percent of the faculty consultants (N = 62) reported this type of acceptance of the student teacher by the cooperating teacher. On item 16, 80.0 percent of the cooperating teachers (N = 90) reported that they "make the first teaching assignment after a joint evaluation of the class membership," while 54.3 percent of the faculty consultants (N = 66) reported the cooperating teacher behaving in this way.

The findings of the study, therefore, support Hypothesis 5.2 for items 15 and 16 in this task area; and the conclusion is that there is a significant difference at, or beyond, the accepted level of significance, between the perceptions of faculty consultants and cooperating teachers regarding the behavior of the cooperating teacher, on items 15 and 16 in the task area of "Planned Participation."

Comparison of the Perceptions of Student Teachers and Cooperating Teachers

Hypothesis 5.3: There is a significant difference between the perceptions of student teachers and cooperating

teachers regarding the behavior of the cooperating teacher on the items in the task area of "Planned Participation."

As Table XXXIII indicates, there is a significant difference at the .05 level between the perception responses of student teachers and cooperating teachers on item 13 and a significant difference at the .01 level on items 14, 15, and 16 of this task area. On item 13, 91.9 percent of the cooperating teachers (N = 98) reported that they "require the student teacher to assume some routine classroom duties shortly after the student teacher's arrival in the cooperating school," while 81.8 percent of the student teachers (N = 149) reported that cooperating teachers behave in this way. On item 14, 87.8 percent of the cooperating teachers (N = 98) reported that early in the round they "arrange for the student teacher to take over a class for part of a lesson when it is appropriate to do so," while 75.2 percent of the student teachers (N = 153) reported that cooperating teachers made this type of arrangement. On item 15, 90.2 percent of the cooperating teachers (N = 92) reported that they "accept the student teacher as a 'junior partner'", while 67.7 percent of the student teachers (N = 136) reported this type of acceptance by the cooperating teacher. On item 16, 80.0 percent of the cooperating teachers (N = 90) reported that they "make the first teaching assignment after a joint evaluation of the class membership," while only 34.6 percent of the student teachers (N = 133) reported this type of behavior on the part of the cooperating teacher.

The findings of the study, therefore, support Hypothesis 5.3 on items 13, 14, 15, and 16 in this task area; and the conclusion is that

there is a significant difference, at, or beyond, the accepted level of significance, between the perceptions of student teachers and cooperating teachers regarding the behavior of the cooperating teacher, on all of the items in the task area of "Planned Participation."

VI. BETWEEN SUB-GROUP COMPARISON OF PERCEPTIONS

The purpose of this chapter is to present Hypotheses 6.1, 6.2, and 6.3, as they relate to the items in the task area of "Planned Participation," and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the perceptions of the sub-groups in each of the alter-groups on each of the items of each task area. The treatment of the hypotheses involved the three basic steps described in Chapter IV under the section dealing with between sub-group comparison of perceptions.

The three hypotheses are presented below, followed by a discussion of the findings for the pairs of sub-groups. Table XXXIV shows the value of chi-square and the level of significance of this value for each of the pairs of compared sub-groups for each of the items in this task area.

Comparison of the Perceptions of Sub-Groups of Faculty Consultants, Student Teachers and Cooperating Teachers

Hypothesis 6.1: There is a significant difference between the perceptions of the behavior of the cooperating teacher as reported by faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program for the items in the task area of "Planned Participation."

TABLE XXXIV

BETWEEN SUB-GROUP COMPARISON OF PERCEPTIONS FOR
THE TASK AREA OF "PLANNED PARTICIPATION"

Item No.	FACULTY CONSULTANTS				STUDENT TEACHERS				COOPERATING TEACHERS					
	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	E/JH	E/SH	JH/SH
13	EP SP	18 45	0 5	0.752 NS	EP SP	55 67	6 22	4.346 .05	E JH SH	34 36 21	3 1 3	0.264 NS	0.015 NS	0.962 NS
14	EP SP	18 41	0 4	0.541 NS	EP SP	54 61	9 29	5.462 .05	E JH SH	36 33 19	2 3 5	0.004 NS	2.176 NS	1.016 NS
15	EP SP	12 25	4 21	1.333 NS	EP SP	33 58	23 22	2.162 NS	E JH SH	36 30 19	1 3 3	0.402 NS	1.166 NS	0.008 NS
16	EP SP	7 12	4 12	0.149 NS	EP SP	17 30	39 48	0.618 NS	E JH SH	32 24 18	4 8 4	1.395 NS	0.133 NS	0.067 NS

LEGEND: NS:Not Significant, EP:Elementary Program, SP:Secondary Program, E:Elementary Level, JH:Junior High School Level, SH:Senior High School Level, /:Compared With.

- 6.2: There is a significant difference between the perceptions of the behavior of the cooperating teacher as reported by student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program on the items in the task area of "Planned Participation."
- 6.3: There is a significant difference between the self-perceptions of their behavior as a cooperating teacher as reported by those who teach at the Elementary level, those who teach at the Junior High School Level, and those who teach at the Senior High School Level, for the items in the task area of "Planned Participation."

As Table XXXIV indicates, there are no items in this task area on which there is a significant difference between the perceptions of the sub-groups of faculty consultants. The findings of the study, therefore, do not support Hypothesis 6.1; and the conclusion is that there is no significant difference between the perceptions of faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program, on any of the items in the task area of "Planned Participation."

Table XXXIV indicates that there is a significant difference between the perceptions of the sub-groups of student teachers on items 13 and 14 of this task area. On item 13, 90 percent of the student teachers enrolled in the Elementary Program reported that, "The cooperating teacher requires the student teacher to assume some routine duties shortly after the student teacher's arrival in the cooperating school," while 75 percent of those enrolled in the Secondary Program reported this behavior by the cooperating teacher. On item 14, 86 percent of the student teachers enrolled in the Elementary Program reported that, "In the early part of a student teaching round, the

cooperating teacher arranges for the student teacher to take over a class for a part of a lesson, when it is appropriate to do so," while 68 percent of the student teachers enrolled in the Secondary Program reported this behavior by the cooperating teacher. The findings of the study, therefore, support Hypothesis 6.2 as it relates to items 13 and 14 of this task area; and the conclusion is that there is a significant difference between the perceptions of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program for the behavior of the cooperating teacher; on items 13 and 14 in the task area of "Planned Participation."

As Table XXXIV indicates, there are no items in this task area on which there is a significant difference between the perceptions of the sub-groups of cooperating teachers. The findings of the study, therefore, do not support Hypothesis 6.3; and the conclusion is that there is no significant difference between the self-perceptions of cooperating teachers regarding their behavior as cooperating teachers, as reported by those who teach at the Elementary level, the Junior High School Level, or the Senior High School Level, on any of the items in the task area of "Planned Participation."

CHAPTER VIII

GUIDING THE STUDENT TEACHER IN PLANNING

The purpose of this chapter is to present an analysis of the expectations and perceptions of faculty consultants, student teachers and cooperating teachers for the role of cooperating teachers in the task of "guiding the Student Teacher in Planning." This analysis is a test of Hypotheses 1.1 through 6.3, as they relate to the items in this task area, and is presented in six sections, as follows; (1) Within-Group Consensus on Expectations; (2) Between-Group Consensus on Expectations; (3) Between Sub-Group Consensus on Expectations; (4) Within-Group Comparison of Expectations and Perceptions; (5) Between-Group Comparison of Perceptions; and (6) Between Sub-Group Comparison of Perceptions. Items 17 through 26 of Parts I and II of the questionnaire deal with expectations and perceptions in this task area.

1. WITHIN-GROUP CONSENSUS ON EXPECTATIONS

The following analysis is a test of Hypotheses 1.1, 1.2 and 1.3, as they relate to this task area. The variance scores are investigated to determine the relative extent of within-group conflict or consensus in expectations on the items of this task area.

Expectations of Faculty Consultants

Hypothesis 1.1: There are different degrees of consensus in the expectations of faculty consultants for the role of the cooperating teacher on the items in the task area of "Guiding the Student Teacher in Planning."

TABLE XXXV

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF FACULTY CONSULTANTS IN THE
TASK AREA OF "GUIDING THE STUDENT TEACHER IN PLANNING"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										SUM		Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SA+A+MA	MD+D+SD								
17	8	18	15	24	27	8	41	59			2.0736	8	3.69	9		
18	34	31	16	4	14	1	81	19			1.9600	6	2.36	5		
19	34	42	12	5	4	3	88	12			1.4641	2	2.12	3.5		
20	7	16	32	18	18	9	55	45			1.9044	5	3.51	8		
21	2	7	11	23	38	19	20	80			1.5625	4	4.43	10		

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree

^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations.

TABLE XXXV (continued)

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										SUM MD+D+SD	Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SUM SA+A+MA								
22	19	30	15	5	27	4	64	36	2.5600	10	3.04	7			
23	23	38	15	5	17	1	77	23	2.0164	7	2.61	6			
24	53	30	5	5	5	1	89	11	1.4884	3	1.85	2			
25	28	47	14	3	5	1	91	9	2.2100	9	2.12	3.5			
26	49	41	4	3	3	1	93	7	1.0201	1	1.74	1			

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree
^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations.

As indicated in Table XXXV, in terms of ranked variance scores, faculty consultants expressed the highest relative degree of consensus on item 26, "The cooperating teacher should make lesson assignments on a weekly or longer basis," on which they had a variance score of 1.0201. Table XXXV also shows that the mean responses score of faculty consultants on this item was 1.74 and that 93 per cent of this alter-group expressed agreement with the expectation item.

Faculty consultants expressed the second highest relative degree of consensus for items in this task area with a variance score of 1.4641 on item 19, "The cooperating teacher should discuss with the student teacher the subject matter of the lesson he is assigning to the student teacher," Table XXXV shows that the mean response score of faculty consultants on this item was 2.12 and that 88 per cent of this alter-group agreed with the expectation item.

The lowest relative degree of consensus expressed by faculty consultants on items in this task area was on item 22, "The cooperating teacher should approve the student teacher's lesson plan before the student teacher presents the lesson," on which their variance score was 2.2100. Table XXXV indicates that the mean response score of faculty consultants on this item was 3.04 and that 64 per cent of this alter-group expressed agreement with the expectation item while 36 per cent expressed disagreement with it.

Faculty consultants expressed the second lowest relative degree of consensus for items in this task area with a variance score of 2.2100 on item 24, "The cooperating teacher should review student-made tests

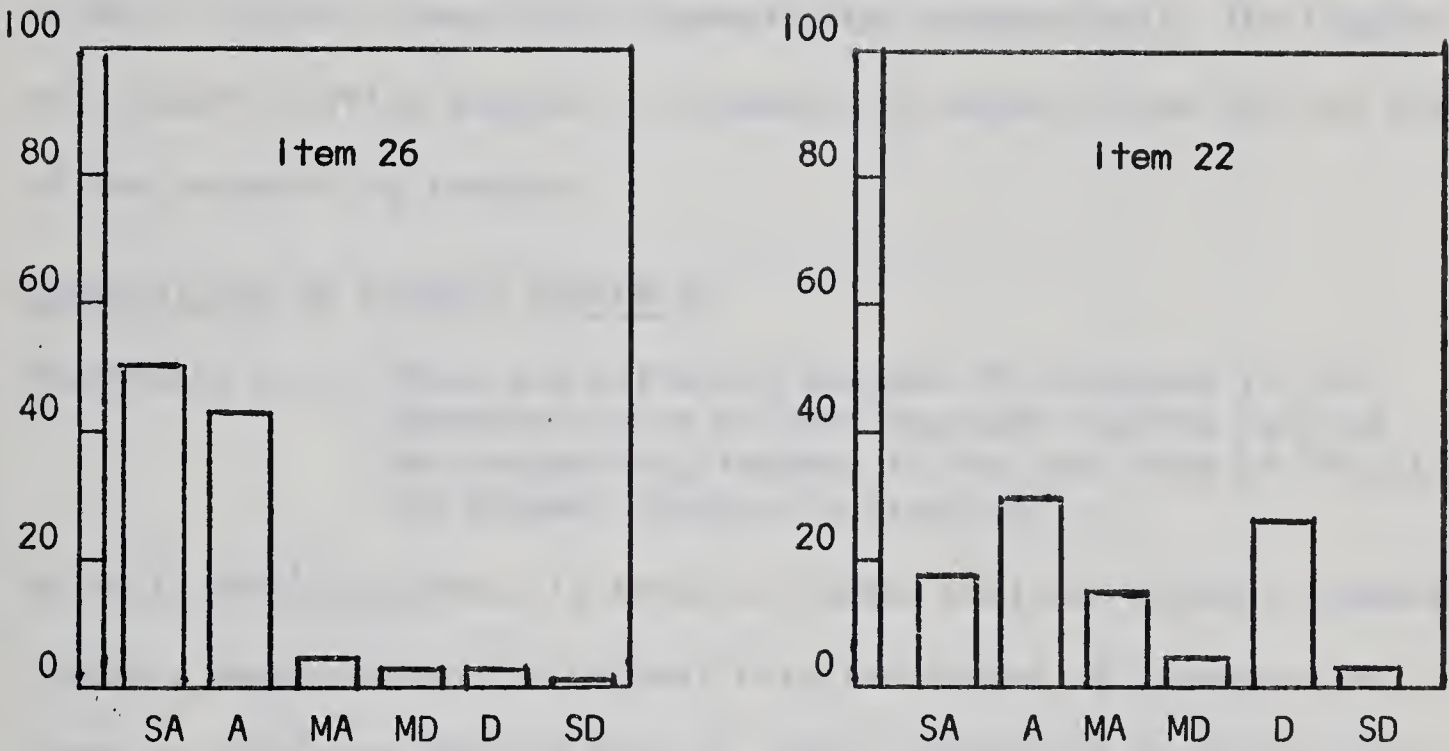


Figure II

RESPONSES OF FACULTY CONSULTANTS TO ITEM 26, "MAKE LESSON PLANS ON A WEEKLY OR LONGER BASIS," AND TO ITEM 22, "APPROVE THE STUDENT TEACHER' LESSON PLAN BEFORE THE STUDENT TEACHER PRESENTS THE LESSON"

before they are administered to pupils." Table XXXV indicates that the mean response score of faculty consultants on this item was 2.12 and that 91 per cent of the alter-group agreed with the expectation item.

Figure 11 illustrates the per centage distribution of responses of faculty consultants on items 26 and 22, the items in this task area on which faculty consultants demonstrated, respectively, the highest and lowest relative degrees of consensus in expectations for the role of the cooperating teacher.

Expectations of Student Teachers

Hypothesis 1.2: There are different degrees of consensus in the expectations of student teachers for the role of the cooperating teacher in the task area of "Guiding the Student Teacher in Planning."

As Table XXXVI indicates, in terms of ranked variance scores, student teachers demonstrated the highest relative degree of consensus for items in this task area on item 24, "The cooperating teacher should allow the student teacher to control both content and method when he is in charge of instruction," on which their variance score was .5929.

Table XXXVI also indicates that the mean response score of student teachers on this item was 1.55 and that 97 per cent of the alter-group expressed agreement with this expectation item.

In terms of the ranked variance score, student teachers expressed the second highest relative degree of consensus for items in this task area on item 26, "The cooperating teacher should make lesson assignments on a weekly or longer basis," on which the variance score was 1.0000.

Table XXXVI shows that the mean response score of student teachers on this

TABLE XXXVI

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF STUDENT TEACHERS IN THE TASK AREA
OF "GUIDING THE STUDENT TEACHER IN PLANNING"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										SUM MD+D+SD	Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SUM SA+A+MA								
17	5	8	21	15	28	23	34	66	2.1025	6	4.22	9			
18	22	30	19	10	15	4	71	29	2.2201	8.5	2.77	5			
19	25	37	22	8	8	0	84	16	1.3456	4	2.37	3			
20	8	14	25	18	21	14	47	53	2.2201	8.5	3.74	8			
21	1	7	14	22	33	24	22	78	1.5129	5	4.51	10			

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree

^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations

TABLE XXXVI (continued)

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										SUM		Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SA+A+MA	MD+D+SD								
22	10	23	28	14	14	11	61	39			2.2500	10	3.35	7		
23	8	25	28	14	14	11	61	39			2.1316	7	3.31	6		
24	59	31	8	2	1	0	97	3			.5929	1	1.55	1		
25	19	40	26	9	5	1	85	15			1.1881	3	2.44	4		
26	46	34	15	3	1	1	95	5			1.0000	2	1.83	2		

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree

^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations

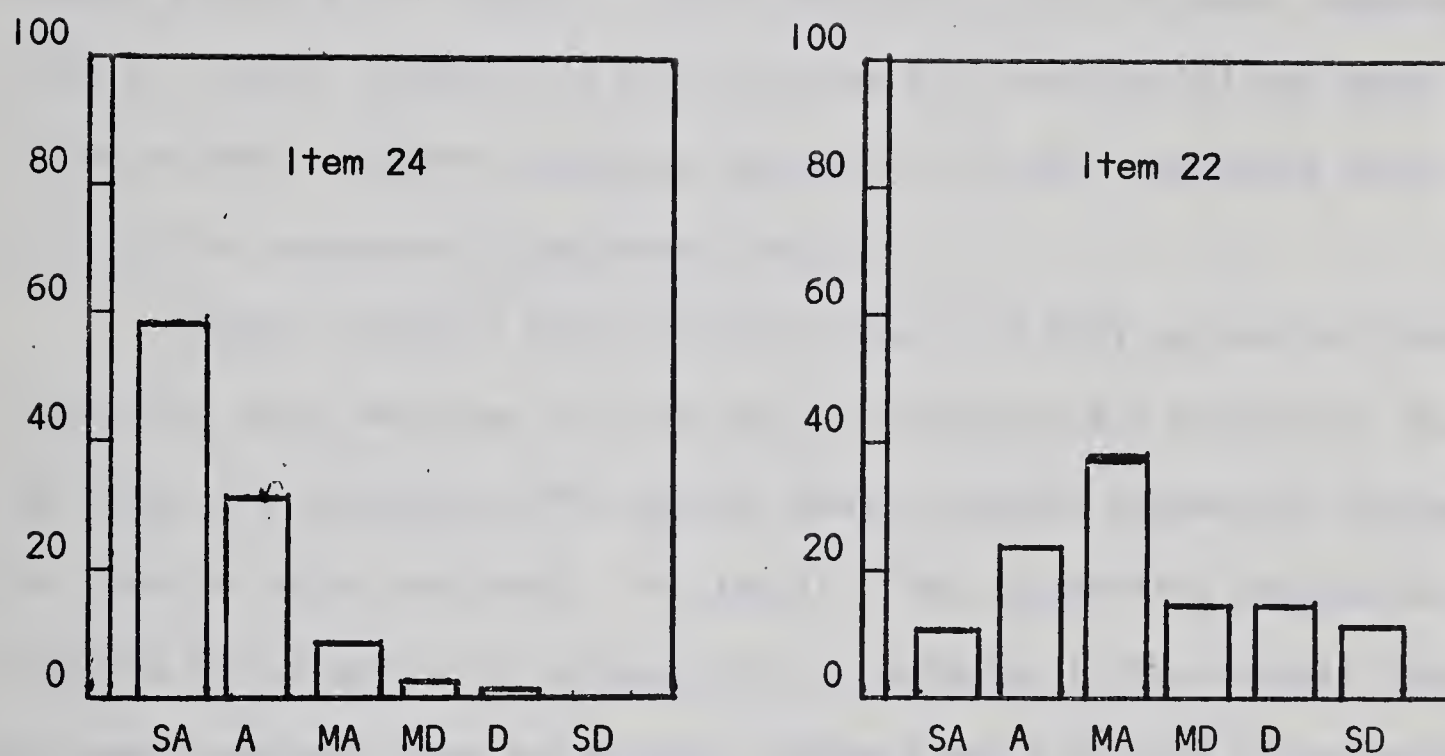


Figure 12

RESPONSES OF STUDENT TEACHERS TO ITEM 24, "ALLOW THE STUDENT TEACHER TO CONTROL BOTH CONTENT AND METHOD WHEN HE IS IN CHARGE OF INSTRUCTION," AND TO ITEM 22, "APPROVE THE STUDENT TEACHER'S LESSON PLAN BEFORE THE STUDENT TEACHER PRESENTS THE LESSON"

item was 1.83 and that 95 per cent of this alter-group expressed agreement with the expectation item.

In terms of the variance score of 2.2500 which ranked tenth for the items in this task area, student teachers expressed the lowest relative degree of consensus on item 22, "The cooperating teacher should approve the student teacher's lesson plan before the student teacher presents the lesson," Table XXXVI shows that the mean response score of student teachers on this item was 3.35 and that 61 per cent of the student teachers expressed agreement with the item while 39 per cent of them expressed disagreement with it.

Student teachers had variance scores of 2.2201 on each of items 18 and 20, which resulted in tied variance ranks of 8.5 on each of these two items and represented the second lowest relative degrees of consensus for items in this task area. In item 18, "The cooperating teacher should indicate the objective of a lesson he is assigning to the student teacher," the mean response score for student teachers was 2.77 with 71 per cent of the alter-group expressing agreement with the item. On item 29, "The cooperating teacher should indicate the material and/or the equipment the student teacher should use in a lesson he is assigning to the student teacher," the mean response score of student teachers was 3.74 and 47 per cent of the alter-group expressed agreement with the expectation item while 53 per cent expressed disagreement with it.

Figure 12 illustrates the percentage frequency distribution of responses for items 24 and 22, the items in this task area on which student teachers demonstrated the highest and lowest relative degrees of consensus in expectations for the role of the cooperating teacher.

Expectation of Cooperating Teachers

Hypothesis 1.3: There are different degrees of consensus in the expectations of cooperating teachers for the role of the cooperating teacher on the items in the task area of "Guiding the Student Teacher in Planning."

Table XXXVII shows the ranked variance responses of cooperating teachers for the task of "Guiding the Student Teacher in Planning." Cooperating teachers had variance scores of 1.0816 on each of items 24 and 26, which resulted in tied variance ranks of 1.5 on each of these items. Thus, for items in this task area, cooperating teachers expressed the highest relative degrees of consensus on these two items. On item 24, "The cooperating teacher should allow the student teacher to control both content and method when he is in charge of instruction," the mean score of cooperating teachers was 2.07 and 91 per cent of this alter-group expressed agreement with the expectation. On item 26, "The cooperating teacher should make lessons on a weekly or longer basis," Table XXXVII indicates that the mean response score of cooperating teachers was 1.94 and that 88 per cent of this alter-group expressed agreement with the expectation item.

Table XXXVII indicates in terms of ranked variance scores that cooperating teachers expressed the lowest relative degree of consensus on item 17, "The cooperating teacher should provide a definite form of the lesson plans written by the student teacher," on which their variance score was 2.3409. The same table indicates that the mean response score of this alter-group was 4.02 and that 37 per cent of the cooperating teachers agreed with the expectation while 62 per cent of them expressed disagreement with it.

TABLE XXXVII

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF COOPERATING TEACHERS IN THE TASK AREA
OF "GUIDING THE STUDENT TEACHER IN PLANNING"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES								SUM		Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SUM SA+A+MA	MD+D+SD						
17	5	18	14	12	34	17	37	63	2.3409	10	4.02	9		
18	29	41	13	6	6	5	83	17	1.9044	8.5	2.34	5		
19	25	46	15	8	3	3	86	14	1.4161	4	2.27	4		
20	5	22	20	32	17	4	47	53	1.5876	6	3.45	8		
21	0	11	17	23	31	18	28	72	1.5625	5	4.27	10		

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree

^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations

TABLE XXXVII (continued)

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										SUM		Variance	Variance Rank ^a	Mean Rank	
	SA	A	MA	MD	D	SD	SA+A+MA	MD+D+SD			Mean					
22	10	33	24	12	17	4	67	33			1.9044	8.5	3.06	6		
23	8	28	32	16	12	4	68	32			1.6129	7	3.08	7		
24	34	37	20	7	1	1	91	9			1.0816	1.5	2.07	2		
25	28	40	19	7	4	2	87	13			1.3924	3	2.25	3		
26	39	43	6	9	3	0	88	12			1.0816	1.5	1.94	1		

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree

^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations

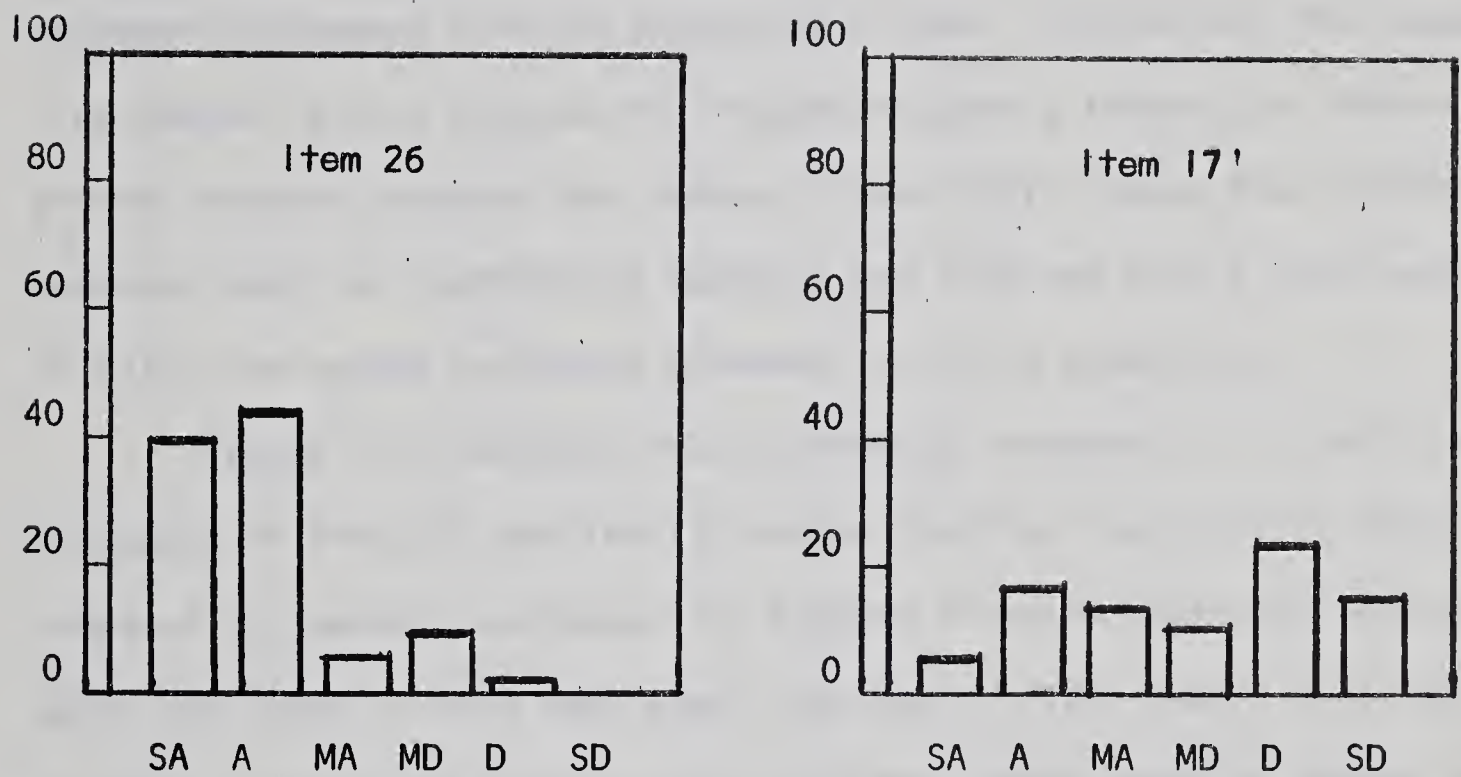


Figure 13

RESPONSES OF COOPERATING TEACHERS TO ITEM 26, "THE COOPERATING TEACHER SHOULD MAKE LESSON ASSIGNMENTS ON A WEEKLY OR LONGER BASIS," AND TO ITEM 17, "THE COOPERATING TEACHER SHOULD PROVIDE A DEFINITE FORM FOR THE LESSON PLANS WRITTEN BY THE STUDENT TEACHER"

Cooperating teachers expressed equally low relative degrees of consensus on item 18 and 22 with tied variance scores of 1.9044 and tied variance ranks of 8.5 on the two items. On item 18, "The cooperating teacher should indicate the objectives of a lesson he is assigning to the student teacher to teach," the mean response scores of cooperating teachers was 2.34 and 83 per cent of the alter-group expressed agreement with the expectation item. On item 22, "The cooperating teacher should approve the student teacher's lesson plan before the student teacher presents the lesson," Table XXXVII shows that the mean response score of cooperating teachers was 3.06 and that 67 per cent of this alter-group expressed agreement with the expectation.

Figure 13 illustrates the percentage frequency distribution of responses on item 26, arbitrarily chosen from the two items on which cooperating teachers expressed the highest relative degree of consensus among the items in this task area; and item 17, the item in this task area on which cooperating teachers expressed the lowest relative degree of consensus.

Summary and Conclusions

In terms of the ranked variance scores, faculty consultants expressed the lowest relative degree of consensus on item 26, "The cooperating teachers should make lessons on a weekly or longer basis," while student teachers expressed the lowest relative degree of consensus on item 24, "The cooperating teacher should allow the student teacher to control both content and method when he is in charge of instruction," and cooperating teachers had equally low variance scores and tied variance

TABLE XXXVIII

SUMMARY OF VARIANCE RANKS AND MEAN RANKS FOR THE THREE ALTER-GROUPS FOR THE TASK AREA OF "GUIDING THE STUDENT TEACHER IN PLANNING"

Item No.	Variance Ranks			Mean Ranks		
	FC	ST	CT	FC	ST	CT
17	8	6	10	9	9	9
18	6	8.5	8.5	5	5	5
19	2.5	4	4	3.5	3	4
20	5	8.5	6	8	8	8
21	4	5	5	10	10	10
22	10	10	8.5	7	7	7
23	7	7	7	6	6	7
24	2.5	1	1.5	2	1	2
25	9	3	3	3.5	4	3
26	1	2	1.5	1	2	1

LEGEND: FC: Faculty Consultant; ST: Student Teacher; CT: Cooperat-
ing Teacher

ranks of these same two items indicating that they expressed the highest relative degrees of consensus on both items 24 and 26, above.

II. BETWEEN-GROUP CONSENSUS ON EXPECTATIONS

The purpose of this section is to present Hypothesis 2.1, 2.2, and 2.3, as they relate to the items in the task area of "Guiding the Student Teacher in Planning," and to discuss findings.

In general, it was hypothesized that there is a lack of consensus between each of the possible pairs of alter-groups on each of the expectations items in each of the task areas related to the role of the cooperating teacher.

The procedure used in the treatment of the hypotheses involved two basis steps: (1) Comparison of the cumulative response distributions of each of the pairs of alter-groups of the items, using the Kolmogorov-Smirnov two-sample test, and (2) Calculation of the mean responses and the ranks of the means for the items in this task area, and the tabular presentation of these values in order to indicate the strength and direction of the expectation responses which were significantly different.

The critical values for the Kolmogorov-Smirnov two sample test are given in Table V, Chapter IV; along with a discussion of the nature of the test itself.

Expectations of Faculty Consultants and Student Teachers

Hypothesis 2.1: There is a lack of consensus between faculty consultants and student teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Guiding the Student Teacher in Planning."

Table XXXIX indicates that there is a significant difference at

TABLE XXXIX

COMPARISON OF THE EXPECTATIONS OF THE ALTER-GROUPS IN THE
TASK AREA OF "GUIDING THE STUDENT TEACHER IN PLANNING"

Item No.	Group	D _{max} and Chi-Square for Compared Groups													
		SA	A	MA	MD	D	SD	FC - ST				FC - CT			
17	FC	6	13	11	18	20	6	0.158		0.154			0.103		
	ST	7	13	33	23	44	35	5.022		4.011			2.578		
	CT	5	18	14	12	33	17	N.S.		N.S.			N.S.		
18	FC	25	23	12	3	10	1	0.123		0.048			0.174		
	ST	35	46	29	15	24	6	3.184		0.395			7.349		
	CT	29	40	13	6	6	5	N.S.		N.S.			N.S.		
19	FC	25	31	9	4	3	2	0.137		0.085			0.088		
	ST	38	58	34	13	12	0	3.782		1.231			1.088		
	CT	25	45	15	8	3	3	N.S.		N.S.			N.S.		
20	FC	5	12	24	13	13	7	0.090		0.079			0.143		
	ST	12	22	38	28	33	22	1.606		1.065			4.922		
	CT	5	22	20	31	17	4	N.S.		N.S.			N.S.		
21	FC	2	5	8	17	21	14	0.050		0.083			0.083		
	ST	1	11	21	34	58	37	0.491		1.159			1.660		
	CT	0	11	17	23	30	18	N.S.		N.S.			N.S.		
22	FC	14	22	11	4	20	3	0.164		0.099			0.102		
	ST	15	35	43	22	22	18	5.382		1.649			2.497		
	CT	10	32	24	12	17	4	N.S.		N.S.			N.S.		
23	FC	17	28	11	4	13	1	0.273		0.244			0.084		
	ST	13	39	44	21	22	16	14.890		10.123			1.686		
	CT	8	28	31	16	12	4	(.01)		(.05)			N.S.		
24	FC	39	22	4	4	4	1	0.096		0.184			0.244		
	ST	91	48	12	3	1	0	1.839		5.789			14.347		
	CT	34	36	20	7	1	1	N.S.		N.S.			(.01)		
25	FC	21	36	10	2	4	1	0.183		0.094			0.096		
	ST	29	62	41	14	8	1	6.722		1.480			2.214		
	CT	28	39	19	7	4	2	N.S.		N.S.			N.S.		
26	FC	36	30	3	2	2	1	0.092		0.093			0.070		
	ST	71	53	23	4	2	2	1.691		1.450			1.170		
	CT	39	42	6	9	3	0	N.S.		N.S.			N.S.		

SA=Strongly Agree, A=Agree, MA=Mildly Agree, MD=Midly Disagree, D= Disagree, SD=Strongly Disagree. FC=Faculty Consultant, ST=Student Teacher, CT=Cooperating Teacher. N=74 for Faculty Consultants, N=155 for Student Teachers, and N=99 for Cooperating Teachers.

the .01 level between the expectations of faculty consultants and student teachers on item 23, "The cooperating teacher should discuss the student teacher's lesson plan with him before the lesson is taught." Tables XXXV and XXXVI indicate that 77 per cent of the faculty consultants and 61 per cent of the student teachers expressed agreement with the item and that their mean scores were 2.61 and 3.31, respectively. They also show that the variance scores of faculty consultants and student teachers were 2.0164 and 2.1316, respectively, suggesting almost equal degrees of consensus in the responses of the two alter-groups on this item. The findings of the study, therefore, support Hypothesis 2.1, as it relates to item 23 of this task area; and the conclusion is that there is a lack of consensus between the expectations of faculty consultants and student teachers for the role of the cooperating teacher, on item 23 in the task area of "Guiding the Student Teacher in Planning."

Expectations of Faculty Consultants and Cooperating Teachers

Hypothesis 2.2: There is a lack of consensus between faculty consultants and cooperating teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Guiding the Student Teacher in Planning."

Table XXXIX indicates that there is a significant difference at the .05 level between the expectations of faculty consultants and cooperating teachers on item 23, "The cooperating teacher should discuss the student teacher's lesson plan with him before the lesson is taught." Tables XXXVI and XXXVII indicate that 77 per cent of the faculty consultants and 68 per cent of the cooperating teachers expressed agreement with the expectation item, while the mean scores were 2.61 and 3.08, respectively.

The variance scores of 2.0164 and 1.6129, respectively, for faculty consultants and cooperating teachers on this item indicate that cooperating teachers show less consensus in their responses than the faculty consultants on this item.

The findings of the study, therefore support Hypothesis 2.2, as it relates to item 23 of this task area; and the conclusion is that there is a lack of consensus between the expectations of faculty consultants and cooperating teachers for the role of the cooperating teacher, on item 23 in the task area of "Guiding the Student Teacher in Planning."

Expectations of Student Teachers and Cooperating Teachers

Hypothesis 2.3: There is a lack of consensus between student teachers and cooperating teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Guiding the Student Teacher in Planning."

As Table XXIX indicates, there is a significant difference at the .01 level between the expectations of student teachers and cooperating teachers on item 24, "The cooperating teacher should allow the student teacher to control both content and method when he is in charge of instruction." Findings from the analysis of the data indicate that this difference is a difference in intensity and the direction of responses. Tables XXXVI and XXXVII indicate that 97 per cent of the student teachers and 92 per cent of the cooperating teachers expressed agreement with the item. They show, also, that the mean scores were 1.55 and 2.07, respectively. The variance scores were .5929 and 1.0816, respectively, for student teachers and cooperating teachers indicating higher

consensus among student teachers on this item. Fifty-nine per cent of the student teachers, as opposed to 34 per cent of the cooperating teachers responded "Strongly Agree" on this item. Student teachers, apparently, felt considerably more strongly than cooperating teachers that they should be allowed control of both content and method when they are in charge of instruction.

Findings of the study, therefore, support Hypothesis 2.3, as it relates to item 24 of this task area; and the conclusion is that there is a lack of consensus between the expectations of student teachers and cooperating teachers for the role of the cooperating teacher, on item 24 on the task area of "Guiding the Student Teacher in Planning."

Mean Responses of the Alter-Groups

A better understanding of the strengths of the expressed expectations can be obtained from an investigation of the mean responses of the alter-groups. Table XXXVIII shows the ranked mean responses on the items in this task area. The high ranked means indicate the most strongly expressed expectations and the low ranked means indicate the most weakly expressed expectations. Consideration of the two highest and the two lowest ranked means for each alter-group indicates that all three felt the most strongly on item 24, "The cooperating teacher should allow the student teacher control of both content and method when he is in charge of instruction," and about item 26, "The cooperating teacher should make lesson assignments on a weekly or longer basis." All three alter-groups felt that the least strongly about item 17, "The cooperating

teacher should provide a definite form for the lesson plans written by the student teacher," and about item 21, "The cooperating teacher should indicate the plan for the presentation of the lesson he is assigning to the student teacher."

III. BETWEEN SUB-GROUP CONSENSUS ON EXPECTATIONS

The purpose of this section is to present Hypotheses 3.1, 3.2, and 3.3, as they relate to the items in the task area of "Guiding the Student Teacher in Planning," and to discuss the findings.

In general, it was hypothesized that there is a lack of consensus between sub-groups within each of the alter-groups, on each of the expectation items in each of the task areas relating to the role of the cooperating teacher. The procedure used in the treatment of the hypotheses involved two basic steps: (1) Comparison of the cumulative response distributions of the sub-groups of each alter-group on each of the items of the task area being investigated, using the Kolmogorov-Smirnov two-sample test; and (2) Comparison of the mean responses variance, and the percentage distribution of responses on those items on which the Kolmogorov-Smirnov test indicated significant differences, in order to show whether the difference is one of intensity or direction of responses.

Expectations of Faculty Consultants in the Elementary Program and Faculty Consultants in the Secondary Program

Hypothesis 3.1: There is a lack of consensus between the expectations of faculty consultants engaged in the Elementary program and those engaged in the Secondary Program on the items in the task area of "Guiding the Student Teacher in Planning."

TABLE XL

Item No.	FACULTY CONSULTANTS		STUDENT TEACHERS		COOPERATING TEACHERS					
	D _{max}	Level of Sig.	D _{max}	Level of Sig.	E-JH D _{max}	E-JH Level of Sig.	E-SH D _{max}	E-SH Level of Sig.	JH-SH D _{max}	JH-SH Level of Sig.
17	0.107	NS	0.113	NS	0.145	NS	0.340	NS	0.195	NS
18	0.050	NS	0.115	NS	0.191	NS	0.206	NS	0.092	NS
19	0.119	NS	0.106	NS	0.054	NS	0.164	NS	0.159	NS
20	0.125	NS	0.102	NS	0.095	NS	0.151	NS	0.247	NS
21	0.204	NS	0.081	NS	0.093	NS	0.160	NS	0.159	NS
22	0.165	NS	0.104	NS	0.255	NS	0.246	NS	0.056	NS
23	0.083	NS	0.111	NS	0.142	NS	0.138	NS	0.056	NS
24	0.089	NS	0.120	NS	0.036	NS	0.107	NS	0.116	NS
25	0.131	NS	0.101	NS	0.217	NS	0.099	NS	0.251	NS
26	0.129	NS	0.130	NS	0.051	NS	0.021	NS	0.271	NS

NS: Not Significant

E-JH: Elementary level and Junior High School level! cooperating teachers

E-SH: Elementary level and Senior High School level cooperating teachers

Critical Values of D_{\max} for Faculty Consultants: .05 level = .3684, .01 level = .4415

Critical Values of D_{\max} for Student Teachers: .05 level = .2223, .01 level = .2665

Critical Values for Elementary and Junior High

School level cooperating teachers:

Critical Values for Elementary and Senior High

School level cooperating teachers:

Critical Values for Junior High and Senior High

School level cooperating teachers:

Table XL indicates that there is no significant difference between the expectations of the sub-groups of faculty consultants on any of the items in this task area. The findings of the study, therefore do not support Hypothesis 3.1 as it relates to the items in this task area; and the conclusion is that there is consensus between faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program on all of the expectation items for the role of the cooperating teacher in the task area of "Guiding the Student Teacher in Planning."

Expectations of Cooperating Teachers Who Teach at the Elementary; the Junior High School, and the Senior High School Level

Hypothesis 3.3: There is a lack of consensus between the expectations of cooperating teachers who teach at the Elementary level, the Junior High School Level, and those who teach at the Senior High School level, on the items in the task area of "Guiding the Student Teacher in Planning."

As Table XL indicates, there are no items in this task area on which there is a significant difference between the expectations of the sub-groups of cooperating teachers. The findings of the study, therefore, do not support Hypothesis 3.3 as it relates to the items in this task area; and the conclusion is that there is consensus between the expectations of cooperating teachers who teach at the Elementary level, those who teach at the Junior High School level, and those who teach at the Senior High School level, on all of the items for the role of the cooperating teacher in the task area of "Guiding the Student Teacher in Planning."

Expectations of Student Teachers Enrolled in the Elementary Program and those Enrolled in the Secondary Program

Hypothesis 3.2: There is a lack of consensus between the expectations

of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program on the items in the task area of "Guiding the Student Teacher in Planning."

As Table XL indicates, there is no significant difference between the expectations of student teachers enrolled in the Elementary and Secondary Programs on any of the items in this task area. The findings of the study, therefore, do not support Hypothesis 3.2 as it relates to the items in this task area; and the conclusion is that there is consensus between the expectations of student teachers enrolled in the Elementary Program and those enrolled in the cooperating teacher in the task area of "Guiding the Student Teacher in Planning."

IV. WITHIN-GROUP COMPARISON OF EXPECTATIONS AND PERCEPTIONS

The purpose of this section is to present Hypotheses 4.1, 4.2, and 4.3, as they relate to the task area of "Guiding the Student Teacher in Planning," and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the expectations and perceptions of each of the alter-groups on the items of each task area.

The procedure used in the treatment of the hypotheses involved four basic steps which have been described in Chapter IV, Section 4, under the heading of "Within-Group Comparison of Expectations and Perceptions."

The three hypotheses are presented below, followed by a discussion of the findings for the three alter-groups and a summary and conclusion for each of the hypotheses. Table XLI shows the value of chi-square and the level of significance of this value for each of the alter-groups on each of the items in this task area.

Comparison of the Expectations and Perceptions of Faculty Consultants, of Student Teachers, and of Cooperating Teachers

Hypothesis 4.1: There is a significant difference between the expectations and perceptions of faculty consultants on the items of the task area of "Guiding the Student Teacher in Planning."

4.2: There is a significant difference between the expectations and perceptions of student teachers on the items in the task area of "Guiding the Student Teacher in Planning."

4.3: There is a significant difference between the expectations and perceptions of cooperating teachers on the items in the task area of "Guiding the Student Teacher in Planning."

The values of N shown in parenthesis in the sections which follow indicate the total number of respondents in the particular alter-group who responded YES or NO in Part II of the questionnaire dealing with perceptions of the behavior of the cooperating teacher.

Item 17 of Parts I and II

As Table XLI indicates, there is a significant difference between the expectations and perceptions of each of the alter-groups on item 17 of Parts I and II, "The cooperating teacher should/does

provide a definite form for the lesson plans written by the student teacher." Among cooperating teachers (N = 94), 36.2 percent expressed agreement with the item and only 14.9 percent reported providing such forms for lesson plans. Among faculty consultants (N = 66), 40.9 percent expressed agreement with the item and only 7.6 percent reported that cooperating teachers provided such lesson forms. Among student teachers (N = 151), 35.1 percent expressed agreement with the item and only 9.9 percent reported that the cooperating teacher behaved in this way.

Item 18 of Parts I and II

There is a significant difference between the expectations and perceptions of faculty consultants and of student teachers on item 18 of Parts I and II, "The cooperating teacher should/does indicate the objectives of a lesson he is assigning to the student teacher to teach." However, the expectations and perceptions of cooperating teachers (N = 97) did not differ significantly with 83.5 percent who expressed agreement with the item and 79.4 percent who reported behaving in this way. Among faculty consultants (N = 57), 80.7 percent expressed agreement with the item and 47.4 percent reported cooperating teachers behaving in the manner indicated by the item. Among student teachers (N = 151), 72.8 percent expressed agreement with the expectation while 39.1 percent reported that cooperating teachers indicated the objectives of lessons being assigned by them.

Item 19 of Parts I and II

As Table XLI indicates, student teachers were the only alter-group between whose expectations and perceptions there was a significant difference on item 19 of Parts I and II, "The cooperating teacher should/does discuss with the student teacher the subject matter of the lesson he is assigning to the student teacher." Among student teachers (N = 152), 84.2 percent expressed agreement with the expectation item and 74.3 percent reported conformance by the cooperating teacher. Among faculty (N = 67), 80.6 percent expressed agreement with the expectation item and 82.6 percent reported conformance by the cooperating teacher with the item. Among cooperating teachers (N = 96), 86.5 percent expressed agreement with the expectation item and 84.4 percent reported that they discussed the subject matter of lessons they were assigning to the student teacher.

Item 20 of Parts I and II

Item 20 is an item on which all three alter-groups expressed a relatively low degree of consensus on expectations, as described in section I of this chapter. For this portion of the analysis none of the alter-groups revealed any significant differences between their expectations and their perceptions for the role of the cooperating teacher. Approximately 50 percent of each of the alter-groups expressed agreement with the expectation item. Approximately that same proportion reported observing that the cooperating teacher

"indicates the material and/or equipment the student teacher should use in a lesson he is assigning to the student teacher."

Item 21 of Parts I and II

Item 21 of Part I, "The cooperating teacher should indicate the plan for the presentation of the lesson he is assigning to the student teacher," was an item on which about 25 percent, or less, of any alter-group expressed agreement. On item 21 of Part II, from about 16 percent to about 25 percent of any alter-group reported that cooperating teachers behaved in the manner indicated by the item. However, the difference between the expectation and perception responses was not significantly different for any of the three alter-groups.

Item 22 of Parts I and II

As Table XLI indicates, there is a significant difference between the expectations and perceptions of faculty consultants and of student teachers on item 22 of Parts I and II, "The cooperating teacher should/does approve the student teacher's lesson plan before the student teacher presents the lesson," with the greatest difference being that of student teachers ($N = 152$) of whom 59.9 percent expressed agreement for the item and 19.1 percent reported conformance with the item by cooperating teacher. Among faculty consultants ($N = 59$), 62.7 percent expressed agreement with the item and 23.7 percent reported conformity with the item by cooperating teachers. The responses of

cooperating teachers did not differ significantly, although 65.9 percent of this group expressed agreement with the item, while 50.5 percent reported behaving in accordance with this expectation.

Item 23 of Parts I and II

As Table XLI indicates, there is a significant difference between the expectations and perceptions of faculty consultants and student teachers on item 23 of Parts I and II, "The cooperating teacher should/does discuss the student teacher's lesson plan with him before the lesson is taught," with the greatest difference being that of student teachers (N = 151) of whom 62.5 percent expressed agreement with the expectation item and 19.2 percent reported conformance with it by the cooperating teacher. Among faculty consultants (N = 55), 74.5 percent expressed agreement and 29.1 percent reported conformance of cooperating teachers with the item. The expectations and perceptions of the cooperating teachers (N = 93) did not differ significantly, although 67.7 percent of the group expressed agreement with the expectation item, while 55.9 percent reported behaving in accordance with the expectation.

Item 24 of Parts I and II

As Table XLI indicates, there is a significant difference between the expectations and perceptions of student teachers on item 24 of Parts I and II, "The cooperating teacher should/does allow the student teacher to control both content and method when he

is in charge of instruction," but there is no significant difference between the expectations and perceptions of faculty consultants or cooperating teachers on this item. Among student teachers (N = 149), 98.7 percent expressed agreement with the expectation and 91.3 percent reported conformance of the cooperating teacher with the expectation. Among faculty consultants (N = 66), 90.9 percent expressed agreement with the expectation and 80.3 percent reported conformance by the cooperating teacher with the expectation. Among cooperating teachers (N = 97), 90.7 percent of the group expressed agreement with the expectation and 89.7 percent reported behaving in the manner indicated by the item.

Item 25 of Parts I and II

As Table XLI indicates, there is a significant difference between the expectations and perceptions of faculty consultants at the .05 level and of student teachers well beyond the .001 level on item 25 of Parts I and II, "The cooperating teacher should/does review student-made tests before they are administered to pupils," but the expectations and perceptions of cooperating teachers do not differ significantly. Among student teachers (N = 130), 84.6 percent expressed agreement with the expectation and 57.7 percent reported conformance with it by the cooperating teacher. Among faculty consultants (N = 51), 88.2 percent expressed agreement with the expectation while 70.6 percent reported conformance of the cooperating

teachers with the expectation. And, among cooperating teachers (N = 96), 87.5 percent expressed agreement with the expectation and 77.1 percent reported reviewing student-made tests before they are administered; however, as mentioned above, their responses on the two parts did not differ significantly.

Item 26 of Parts I and II

As Table XLI indicates, there is a significant difference at the .05 level between the expectations and perceptions of faculty consultants, and at the .001 level between the expectations and perceptions of student teachers on item 26 of Parts I and II, "The cooperating teacher should/does make lesson assignments on a weekly or longer basis." Among faculty consultants (N = 69), 95.7 percent of the group expressed agreement with the expectation and 81.2 percent of the group reported conformance of the cooperating teacher with the expectation. Among student teachers (N = 150), 94.5 percent expressed agreement with the expectation and 80.7 percent reported conformance by the cooperating teacher with the expectation. However, among cooperating teachers (N = 97), although 87.6 percent expressed agreement with the expectation and 93.8 percent reported their conformance with it, the expectations and perceptions of the group did not differ significantly.

Summary and Conclusions

The findings of the study, therefore, support Hypotheses 4.1 as it relates to items 17, 18, 22, 23, 25, and 26 of the items in this task area; and the conclusion is that there is a significant difference at, or beyond, the accepted level of significance, between the expectations and perceptions of faculty consultants on items 17, 18, 22, 23, 25, and 26 in the task area of "Guiding the Student Teacher in Planning."

The findings of the study, therefore, support Hypothesis 4.2 as it relates to items 17, 18, 19, 22, 23, 24, 25, and 26 of the items in this task area; and the conclusion is that there is a significant difference at, or beyond, the accepted level of significance, between the expectations and perceptions of student teachers on items 17, 18, 19, 22, 23, 24, 25, and 26, in the task area of "Guiding the Student Teacher in Planning."

The findings of the study, therefore, support Hypothesis 4.3 as it relates to item 17 of the items in this task area; and the conclusion is that there is a significant difference at, or beyond, the accepted level of significance between the expectations and the perceptions of cooperating teachers for their behavior as cooperating teachers, on item 17 in the task area of "Guiding the Student Teacher in Planning."

V. BETWEEN-GROUP COMPARISON OF PERCEPTIONS

The purpose of this section is to present Hypotheses 5.1, 5.2, and 5.3, as they relate to the task area of "Guiding the Student Teacher in Planning," and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the perceptions of the three possible pairs of alter-groups regarding the behavior of the cooperating teacher on the items in this task area.

The treatment of the hypotheses involved three basic steps which have been described in Chapter IV, Section 4, under the heading "Between-Group Comparison of Perceptions." The value of chi-square and the level of significance of this value for each of the items in this task area for each of the pairs of alter-groups is shown in Table XLII.

The three hypotheses are presented below, followed by a discussion of the findings for each of the pairs of alter-groups and a summary and conclusion for each of the hypotheses.

Comparison of the Perceptions of Faculty Consultants and Student Teachers

Hypothesis 5.1: There is a significant difference between the perceptions of faculty consultants and student teachers regarding the behavior of the cooperating teacher on the items in the task area of "Guiding the Student Teacher in Planning."

Table XLII indicates that there is a significant difference at the .05 level between the perception responses of these two alter-

TABLE XLII

COMPARISON OF THE PERCEPTION RESPONSES OF EACH OF THE PAIRS OF ALTER-GROUPS FOR THE TASK AREA OF "GUIDING THE STUDENT TEACHER IN PLANNING"

Item No.	Values of χ^2 and Level of Significance for Compared Groups					
	FC - ST		FC - CT		ST - CT	
17	0.184	N.S.	1.240	N.S.	0.569	N.S.
18	0.857	N.S.	14.512	.01+	35.830	.01+
19	0.649	N.S.	0.360	N.S.	3.563	N.S.
20	3.938	.05	24.969	.01+	13.291	.01+
21	0.850	N.S.	1.228	N.S.	0.037	N.S.
22	0.204	N.S.	11.262	.01	26.964	.01
23	1.481	N.S.	10.506	.01	35.524	.01
24	4.717	.05	4.587	.05	0.013	N.S.
25	1.949	N.S.	0.920	N.S.	10.268	.01
26	0.024	N.S.	6.460	.05	8.161	.01

Critical Values of chi-square: .05 level = 3.84
 .01 level = 6.64
 .001 level = 10.83

+ indicates the significance level is well beyond that indicated.

groups on item 20 and item 24 of this task area. On item 20, 57.6 percent of the faculty consultants (N = 59) reported that the cooperating teacher "indicates the material and/or the equipment the student teacher should use in a lesson he is assigning to him to teach," while 40.8 percent of the student teachers (N = 147) report the cooperating teacher behaving in this way. On item 24, 80.0 percent of the faculty consultants (N = 66) reported that the cooperating teacher "allows the student teacher control of both content and method when he is in charge of instruction," while 91.3 percent of the student teachers (N = 149) reported the cooperating teacher allows the student teacher control of these two elements.

The findings of the study, therefore, support Hypothesis 5.1 as it relates to items 20 and 24 of this task area; and the conclusion is that there is a significant difference at the accepted level of significance, between the perceptions of faculty consultants and student teachers regarding the behavior of the cooperating teacher, on items 20 and 24 in the task area of "Guiding the Student Teacher in Planning."

Comparison of the Perceptions of Faculty Consultants and Cooperating Teachers

Hypothesis 5.2: There is a significant difference between the perceptions of faculty consultants and cooperating teachers regarding the behavior of the cooperating teacher on the items in the task area of "Guiding the Student Teacher in Planning."

As Table XLII indicates, there is a significant difference at the .01 level between the perception responses of these two alter-

groups on items 18, 20, 22, and 23, and there is a significant difference at the .05 level on item 24 and item 26. On item 18, 79.4 percent of the cooperating teachers (N = 97) reported that they "indicate the objectives of the lesson they are assigning to the student teacher to teach," while 47.4 percent of the faculty consultants (N = 57) reported this behavior by the cooperating teachers. On item 20, 46.2 percent of the cooperating teachers (N = 91) reported that they "indicate the material and/or the equipment the student teacher should use in a lesson he is assigning him to teach," while 57.6 percent of the faculty consultants (N = 59) reported this behavior by cooperating teachers. On item 22, 50.5 percent of the cooperating teachers (N = 91) reported that they "approve the student teacher's lesson plan before the student teacher presents the lesson," while 23.7 percent of the faculty consultants (N = 59) reported such approval by the cooperating teachers. On item 23, 55.9 percent of the cooperating teachers (N = 93) reported that they "discuss the student teacher's lesson plan with him before the lesson is taught," while 29.1 percent of the faculty consultants (N = 55) reported such discussions by the cooperating teachers. On item 24, 89.7 percent of the cooperating teachers (N = 97) reported that they "allow the student teacher control of both content and method when he is in charge of instruction," while 80.3 percent of the faculty consultants (N = 66) report this behavior by the cooperating teacher. On item 26, 93.8 percent of the cooperating teachers

(N = 97) reported that they "make lesson assignments on a weekly or longer basis," while 81.2 percent of the faculty consultants (N = 69) report this behavior by the cooperating teacher.

The findings of the study, therefore, support Hypothesis 5.2 as it relates to items 18, 20, 22, 24, and 26 of this task area; and the conclusion is that there is a significant difference at, or beyond, the accepted level of significance, between the perceptions of faculty consultants and cooperating teachers regarding the behavior of the cooperating teacher, on items 18, 20, 22, 23, 24, and 26 of the task area of "Guiding the Student Teacher in Planning."

Comparison of the Perceptions of Student Teachers and Cooperating Teachers

Hypothesis 5.3: There is a significant difference between the perceptions of student teachers and cooperating teachers regarding the behavior of the cooperating teacher on the items in the task area of "Guiding the Student Teacher in Planning."

As indicated in Table XLII there is a significant difference at the .01 level between the perception responses of student teachers and cooperating teachers on items 18, 20, 22, 23, 25, and 26 in the task area of "Guiding the Student Teacher in Planning." Of the respondents in these two alter-groups who could answer the questions, the proportion of student teachers who reported cooperating teachers behaving in the manner indicated in each of the items, above, was significantly smaller than the proportion of cooperating teachers who reported behaving in each of these ways. This difference in proportions

varied from a 5.4 percent difference on item 20, "The cooperating teacher indicates the material and/or the equipment the student teacher should use in a lesson he is assigning him to teach," to a difference 40.3 percent on item 18, "The cooperating teacher indicates the objectives of a lesson he is assigning to the student teacher to teach."

On item 22, 50.5 percent of the cooperating teachers ($N = 91$) reported that they "approve the student teacher's lesson plan before the student teacher presents the lesson," while 19.1 percent of the student teachers ($N = 152$) reported such approval by the cooperating teacher. On item 23, 55.9 percent of the cooperating teachers ($N = 93$) reported that they "discuss the student teacher's lesson plan with him before the lesson is taught," while 19.2 percent of the student teachers ($N = 151$) reported such discussions by the cooperating teacher. On item 15, 77.1 percent of the cooperating teachers ($N = 96$) reported that they "review student-made tests before they are administered to pupils," while 57.7 percent of the student teachers ($N = 13$) reported such reviews by the cooperating teacher. On item 26, the final item in this task area, 93.8 percent of the cooperating teachers ($N = 97$) reported that they "make lesson assignments on a weekly or longer basis," while 80.7 percent of the student teachers ($N = 150$) reported getting lesson assignments on these bases.

The findings of the study, therefore, support Hypothesis 5.3 as it relates to items 18, 20, 22, 23, 25, and 26 of this task area; and the conclusion is that there is a significant difference at, or

beyond, the accepted level of significance, between the perceptions of student teachers and cooperating teachers regarding the behavior the cooperating teacher, on items 18, 20, 22, 23, 25, and 26 in the task area of "Guiding the Student Teacher in Planning."

VI. BETWEEN SUB-GROUP COMPARISON OF PERCEPTIONS

The purpose of this chapter is to present Hypotheses 6.1, 6.2, and 6.3, as they relate to the items in the task area of "Guiding the Student Teacher in Planning," and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the perceptions of the sub-groups in each of the alter-groups on each of the items of each task area. The treatment of the hypotheses involved the three basic steps described in Chapter IV under the section dealing with between sub-group comparison of perceptions.

The three hypotheses are presented below, followed by a discussion of the findings for the pairs of sub-groups. Table XLIII shows the value of chi-square and the level of significance of this value for each of the pairs of compared sub-groups for each of the items in this task area.

Comparison of the Perceptions of Sub-Groups of Faculty Consultants, Student Teachers and Cooperating Teachers

Hypothesis 6.1: There is a significant difference between the perceptions of the behavior of the cooperating teacher as reported by faculty consultants engaged in the Elementary Program and those engaged in the Secondary

TABLE XIII

BETWEEN SUB-GROUP COMPARISON OF PERCEPTIONS FOR THE TASK AREA
OF "GUIDING THE STUDENT TEACHER IN PLANNING"

Item No.	FACULTY CONSULTANTS				STUDENT TEACHERS				COOPERATING TEACHERS					
	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	E/JH	E/SH	JH/SH
17	EP SP	1 4	17 44	0.020 NS	EP SP	7 9	55 81	0.000 NS	E JH SH	5 4 5	32 31 19	0.008 NS	0.160 NS	0.382 NS
18	EP SP	6 21	7 23	0.047 NS	EP SP	22 37	39 53	0.206 NS	E JH SH	33 27 17	4 10 7	2.202 NS	2.193 NS	0.012 NS
19	EP SP	16 38	1 12	1.630 NS	EP SP	45 69	18 21	0.295 NS	E JH SH	31 33 18	5 3 6	0.141 NS	0.561 NS	1.966 NS
20	EP SP	10 24	5 20	0.268 NS	EP SP	25 36	35 52	0.006 NS	E JH SH	16 15 12	19 19 12	0.112 NS	0.003 NS	0.031 NS
21	EP SP	2 14	13 34	0.792 NS	EP SP	11 17	52 70	0.012 NS	E JH SH	7 5 4	31 29 19	0.011 NS	0.059 NS	0.009 NS

LEGEND: NS:Not Significant, EP:Elementary Program, SP:Secondary Program, E:Elementary Level, JH:Junior High School Level, SH:Senior High School Level, /:Compared With.

TABLEXLIIII(continued)

BETWEEN SUB-GROUP COMPARISON OF PERCEPTIONS FOR THE TASK AREA
OF "GUIDING THE STUDENT TEACHER IN PLANNING"

Item No.	FACULTY CONSULTANTS				STUDENT TEACHERS				COOPERATING TEACHERS					
	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	E/JH	E/SH	JH/SH
22	EP SP	7 7	10 35	2.777 NS	EP SP	9 21	52 70	1.115 NS	E JH SH	27 12 9	9 19 15	7.588 .01	6.949 .01	0.035 NS
23	EP SP	4 12	10 29	0.085 NS	EP SP	10 20	49 72	0.261 NS	E JH SH	23 18 13	13 15 11	0.296 NS	0.234 NS	0.058 NS
24	EP SP	13 40	4 9	0.011 NS	EP SP	53 83	7 6	0.561 NS	E JH SH	34 34 21	3 2 3	0.001 NS	0.015 NS	0.227 NS
25	EP SP	8 28	4 11	0.000 NS	EP SP	23 54	30 25	7.698 .01	E JH SH	32 25 19	6 9 5	0.678 NS	0.027 NS	0.033 NS
26	EP SP	14 42	4 9	0.006 NS	EP SP	44 78	17 11	4.758 .05	E JH SH	36 35 21	1 1 3	0.486 NS	0.962 NS	0.904 NS

LEGEND: NS:Not Significant, EP:Elementary Program, SP:Secondary Program, E:Elementary Level, JH:Junior High School Level, SH:Senior High School Level, /:Compared With.

Program, for the items in the task area of "Guiding the Student Teacher in Planning."

- 6.2: There is a significant difference between the perceptions of the behavior of the cooperating teacher as reported by student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program, for the items in the task area of "Guiding the Student Teacher in Planning."
- 6.3: There is a significant difference between the self-perceptions of their behavior as cooperating teachers as reported by those who teach at the Elementary level, those who teach at the Junior High School level, and those who teach at the Senior High School level, on the items in the task area of "Guiding the Student Teacher in Planning."

As Table XLIII indicates, there are no items in this task area on which there is a significant difference between the perceptions of the sub-groups of faculty consultants. The findings of the study, therefore, do not support Hypothesis 6.1; and the conclusion is that there is no significant difference between the perceptions of faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program, on any of the items in the task area of "Guiding the Student Teacher in Planning."

As Table XLIII indicates, there is a significant difference between the perceptions of the sub-groups of student teachers on items 25 and 26 of this task area. On item 25, 43 percent of the student teachers enrolled in the Elementary Program reported that, "The cooperating teacher reviews student-made tests before they are administered to pupils," while 68 percent of those enrolled in the Secondary Program reported this behavior by the cooperating teacher.

On item 26, 72 percent of the student teachers enrolled in the Elementary Program reported that, "The cooperating teacher makes lesson assignments on a weekly or longer basis," while 88 percent of those enrolled in the Secondary Program reported the cooperating teacher making lesson assignments on this basis. The findings of the study, therefore, support Hypothesis 6.2 as it relates to items 25 and 26 of this task area; and the conclusion is that there is a significant difference between the perceptions of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program for the behavior of the cooperating teacher, on items 25 and 26 in the task area of "Guiding the Student Teacher in Planning."

As Table XLIII indicates, there is a significant difference at the .01 level on item 22 between the perceptions of Elementary cooperating teachers and Junior High School cooperating teachers, on the one hand; and there is a significant difference at the .01 level, as well, between the perceptions of Elementary cooperating teachers and Senior High School cooperating teachers on the same item on the other hand. On this item, 75 percent of the Elementary cooperating teachers reported that they "approve the student teacher's lesson plan before the student teacher presents the lesson," while 39 percent and 37 percent, respectively, of the Junior High School and the Senior High School cooperating teachers reported approving the student teacher's lesson plan before he presented the lesson. The findings of the study, therefore, support Hypothesis 6.3, as it relates to item 22

of this task area; and the conclusion is that there is a significant difference between the self-perceptions of cooperating teachers regarding their behavior as cooperating teachers, as reported by those who teach at the Elementary level, the Junior High School Level, and the Senior High School level, on item 22 of the task area of "Guiding the Student Teacher in Planning."

CHAPTER IX

LESSON PRESENTATION

The purpose of this chapter is to present an analysis of the expectations and perceptions of faculty consultants, student teachers and cooperating teachers for the role of the cooperating teacher in the task area of "Lesson Presentation." This analysis is a test of Hypotheses 1.1 through 6.3, as they relate to the items in this task area, and is presented in six sections, as follows; (1) Within-Group Consensus on Expectations; (2) Between-Group Consensus on Expectations; (3) Between Sub-Group Consensus on Expectations; (4) Within-Group Comparison of Expectations and Perceptions; (5) Between-Group Comparison of Perceptions; and (6) Between Sub-Group Comparison of Perceptions. Items 27 through 34 of Parts I and II of the questionnaire deal with expectations and perceptions in this task area.

1. WITHIN-GROUP CONSENSUS ON EXPECTATIONS

The following analysis is a test of Hypotheses 1.1, 1.2, and 1.3, as they relate to this task area. The variance scores are investigated to determine the relative extent of within-group conflict or consensus in expectations on the items of this task area.

Expectations of Faculty Consultants

Hypothesis 1.1: There are different degrees of consensus in the expectations of faculty consultants for the role of the cooperating teacher on the items in the task area of "Lesson Presentation."

TABLE XLIV

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE, RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF FACULTY CONSULTANTS IN THE
TASK AREA OF "LESSON PRESENTATION"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										SUM		Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SA+A+MA	MD+D+SD	SUM	SUM						
27	43	41	16	0	0	0	100	0				.5184	2	1.73	2	
28	18	22	18	24	13	5	58	42				2.1984	6	3.11	5	
29	19	34	27	12	7	1	80	20				1.4400	3	2.58	3	
30	9	18	26	27	16	4	53	47				1.7161	4	3.35	6	
31	70	24	4	0	2	0	98	2				.4761	1	1.38	1	
32	7	12	12	23	24	22	31	69				2.3104	7	4.11	7	
33	5	18	8	14	20	35	31	69				2.7889	8	4.31	8	
34	18	36	23	8	7	8	77	23				2.0736	5	2.74	4	

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree
^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations

The ranked variance scores in Table XLIV indicate that faculty consultants expressed the highest relative degree of consensus for items in this task area on item 31, "The cooperating teacher should insist that pupils address their questions to the student teacher when the student teacher is in charge of the room," and the same table indicates that the mean response of faculty consultants on this item was 1.38 and that 98 percent of them expressed agreement with the item. These ranked variance scores also indicate that faculty consultants expressed the lowest relative degree of consensus on item 33, "The cooperating teacher should correct immediately gross errors in method or content made by the student teacher." Table XLIV indicates that the mean response of faculty consultants on this item was 4.31, and that 31 percent of this alter-group expressed agreement with it.

The ranked variance scores shown in Table XLIV indicate that faculty consultants expressed the second highest relative degree of consensus for items in this task area on item 27, "The cooperating teacher should occasionally leave the room while the student teacher is in charge of instruction." And the same table shows that the mean response score of faculty consultants on this item was 1.73 and that 100 percent of the group agreed with the expectation item. Faculty consultants expressed the second lowest relative degree of consensus on item 32, "The cooperating teacher should demonstrate a teaching technique before permitting the student teacher to use it." Table XLIV indicates that the mean response score of faculty consultants on this item was 4.11 and that 31 percent of the alter-group expressed agreement with the item.

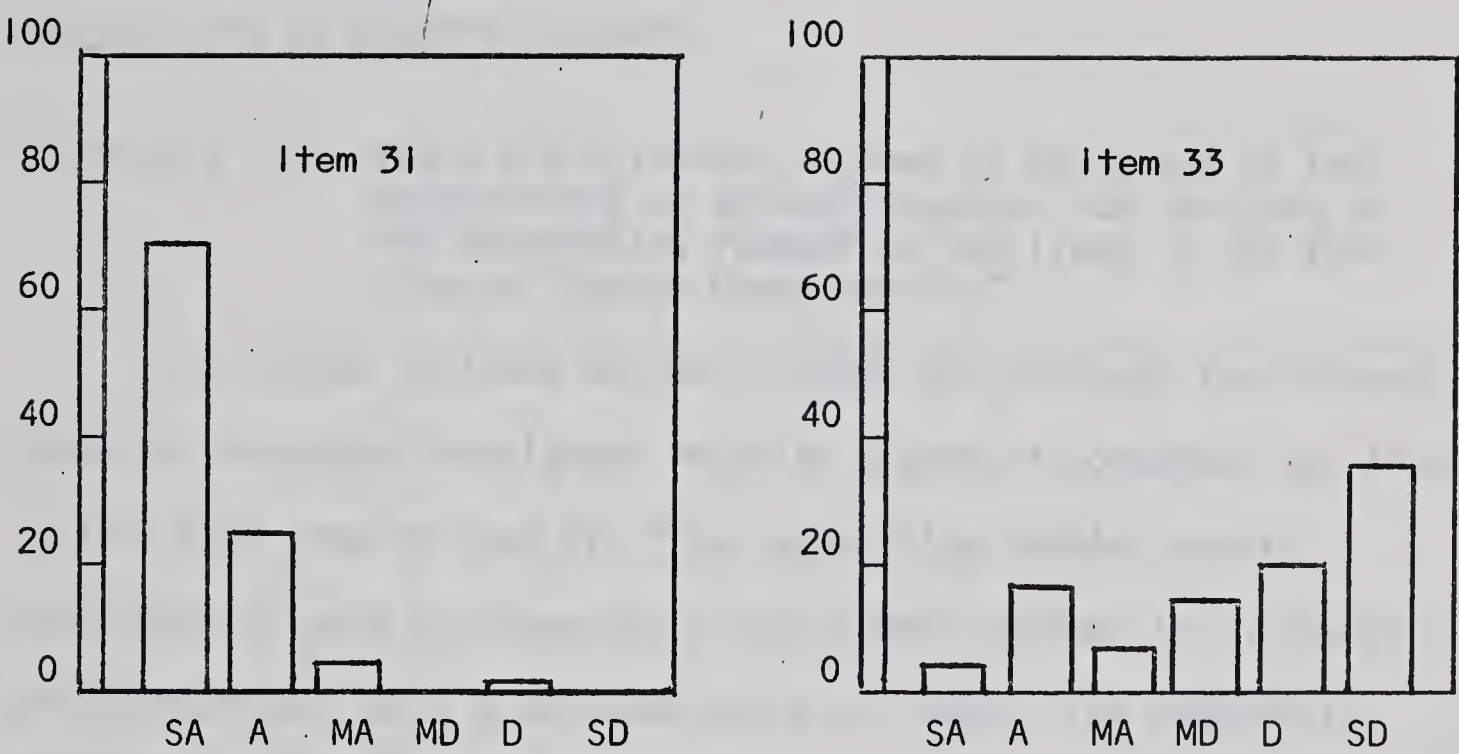


Figure 14

RESPONSES OF FACULTY CONSULTANTS TO "INSIST THAT PUPILS ADDRESS THEIR QUESTIONS TO THE STUDENT TEACHER WHEN THE STUDENT TEACHER IS IN CHARGE OF THE ROOM," AND TO ITEM 33, "CORRECT IMMEDIATELY GROSS ERRORS IN METHOD OR CONTENT MADE BY THE STUDENT TEACHER"

Figure 14 illustrates the percentage frequency distribution of responses of faculty consultants on items 31 and 33, the items in this task area on which faculty consultants demonstrated the highest and lowest relative degrees of consensus in expectations for the role of the cooperating teacher.

Expectations of Student Teachers

Hypothesis 1.2: There are different degrees of consensus in the expectations of student teachers for the role of the cooperating teacher on the items in the task area of "Lesson Presentation."

The ranked variance scores in Table XLV indicate that student teachers expressed the highest relative degree of consensus for items in this task area on item 27, "The cooperating teacher should occasionally leave the room while the student teacher is in charge of instruction," with a variance score of .2809. The same table indicates that the mean response of student teachers on this item was 1.33 and that 100 percent of the alter-group agreed with the expectation. These ranked variance scores indicate that the lowest relative degree of consensus among student teachers for items in this task area was expressed on item 33, "The cooperating teacher should correct immediately gross errors in method or content made by the student teacher," with a variance score of 3.2400. Table XLV shows that the mean response score on this item was 3.88 and that 39 percent of the student teachers agreed with the item.

TABLE XLV
PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF STUDENT TEACHERS IN THE
TASK AREA OF "LESSON PRESENTATION"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										SUM		Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SA+A+MA	MD+D+SD								
27	70	27	3	0	0	0	100	0				.2809	1	1.33	1	
28	21	28	22	15	12	3	71	29				1.9044	5	2.76	4	
29	22	30	20	8	16	4	72	28				2.1904	7	2.77	5	
30	10	22	22	28	14	4	54	46				1.7698	4	3.28	6	
31	74	19	3	2	2	0	96	4				.6561	2	1.39	2	
32	5	11	19	18	28	19	35	65				2.1025	6	4.08	8	
33	15	14	10	12	25	24	39	61				3.2400	8	3.88	7	
34	19	39	25	7	8	2	83	17				1.5129	3	2.54	3	

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree
^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations

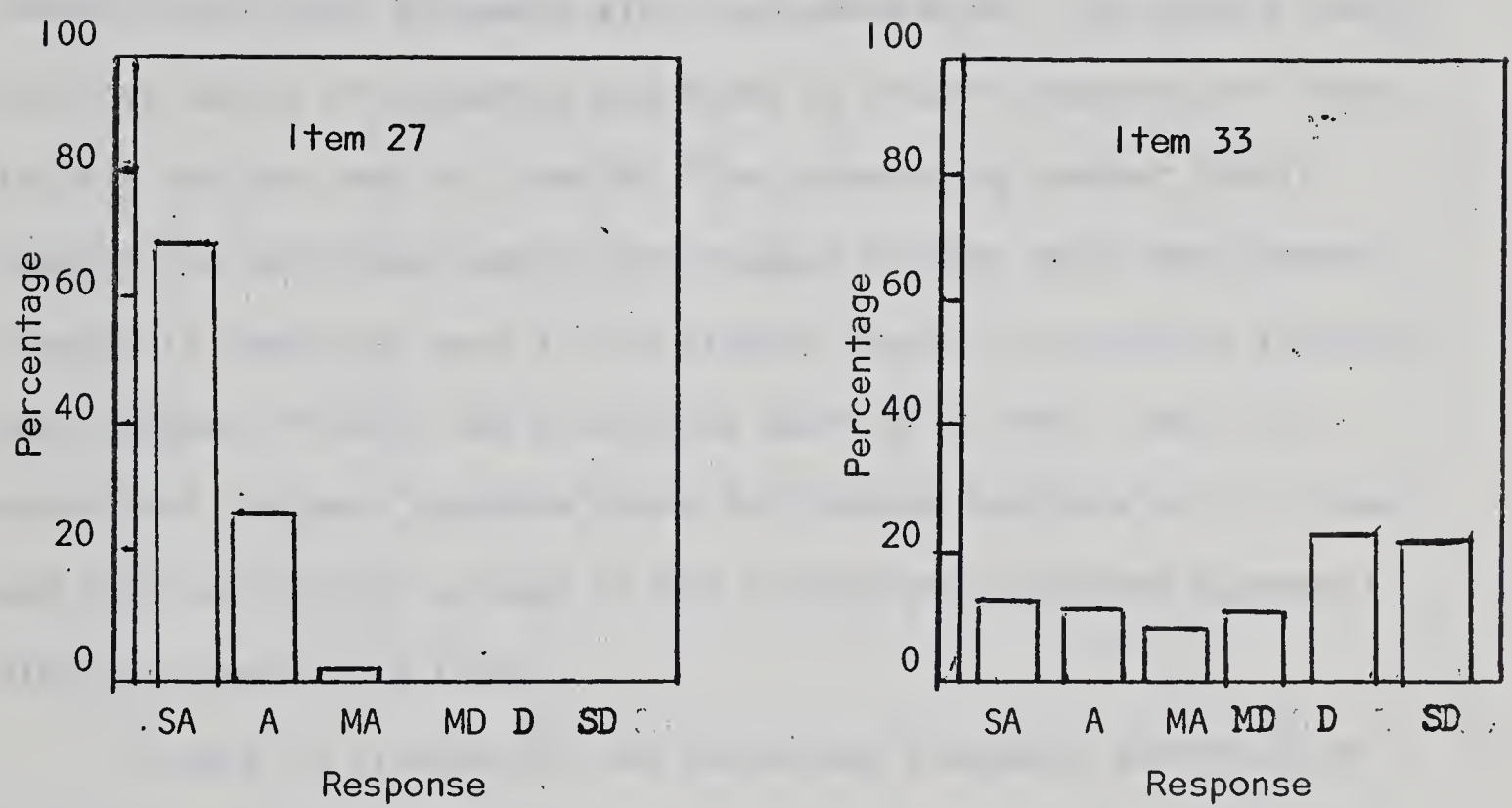


Figure 15

RESPONSES OF STUDENT TEACHERS TO "OCCASIONALLY LEAVE THE ROOM WHILE THE STUDENT TEACHER IS IN CHARGE OF INSTRUCTION" AND "CORRECT IMMEDIATELY GROSS ERRORS IN METHOD OR CONTENT MADE BY THE STUDENT TEACHER"

In terms of the ranked variance scores, student teachers expressed the second highest relative degree of consensus on item 31, "The cooperating teacher should insist that pupils address their questions to the student when the student teacher is in charge of instruction," with a variance score of .6561. The mean response score in this item was 1.39 and 96 percent of the student teachers expressed agreement with the expectation. The second lowest relative degree of consensus expressed by student teachers for items in this task area was on item 29, "The cooperating teacher should support the decisions made by the student teacher while the student teacher is teaching, even if the student teacher's decisions indicate poor judgment," which had a variance score of 2.1904. Table XLV shows that the mean response score for student teachers on this item was 2.77 and that 72 percent of the alter-group expressed agreement with the expectation item.

Figure 15 illustrates the percentage frequency distribution of responses of student teachers on items 27 and 33, the items in this task area on which student teachers demonstrated the highest and lowest relative degrees of consensus in expectations for the role of the cooperating teacher.

Expectations of Cooperating Teachers

Hypothesis 1.3: There are different degrees of consensus in the expectations of cooperating teachers for the role of the cooperating teacher on the items in the task area of "Lesson Presentation."

TABLE XLVI

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF COOPERATING TEACHERS IN THE
TASK AREA OF "LESSON PRESENTATION"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										SUM MD+D+SD	Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SUM SA+A+MA								
27	56	33	9	1	0	1	98	2	.6889	2	1.60	2			
28	15	30	24	12	14	5	69	31	2.0449	6	2.96	5			
29	18	32	26	10	13	1	76	24	1.6900	5	2.72	3			
30	11	27	26	22	11	3	64	36	1.6384	4	3.05	6			
31	67	31	1	1	0	0	99	1	.3136	1	1.36	1			
32	6	14	18	14	35	13	38	62	2.1609	7	3.96	8			
33	11	28	13	10	25	13	59	48	2.7556	8	3.51	7			
34	11	45	21	8	13	2	77	23	1.1629	3	2.74	4			

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree
^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations

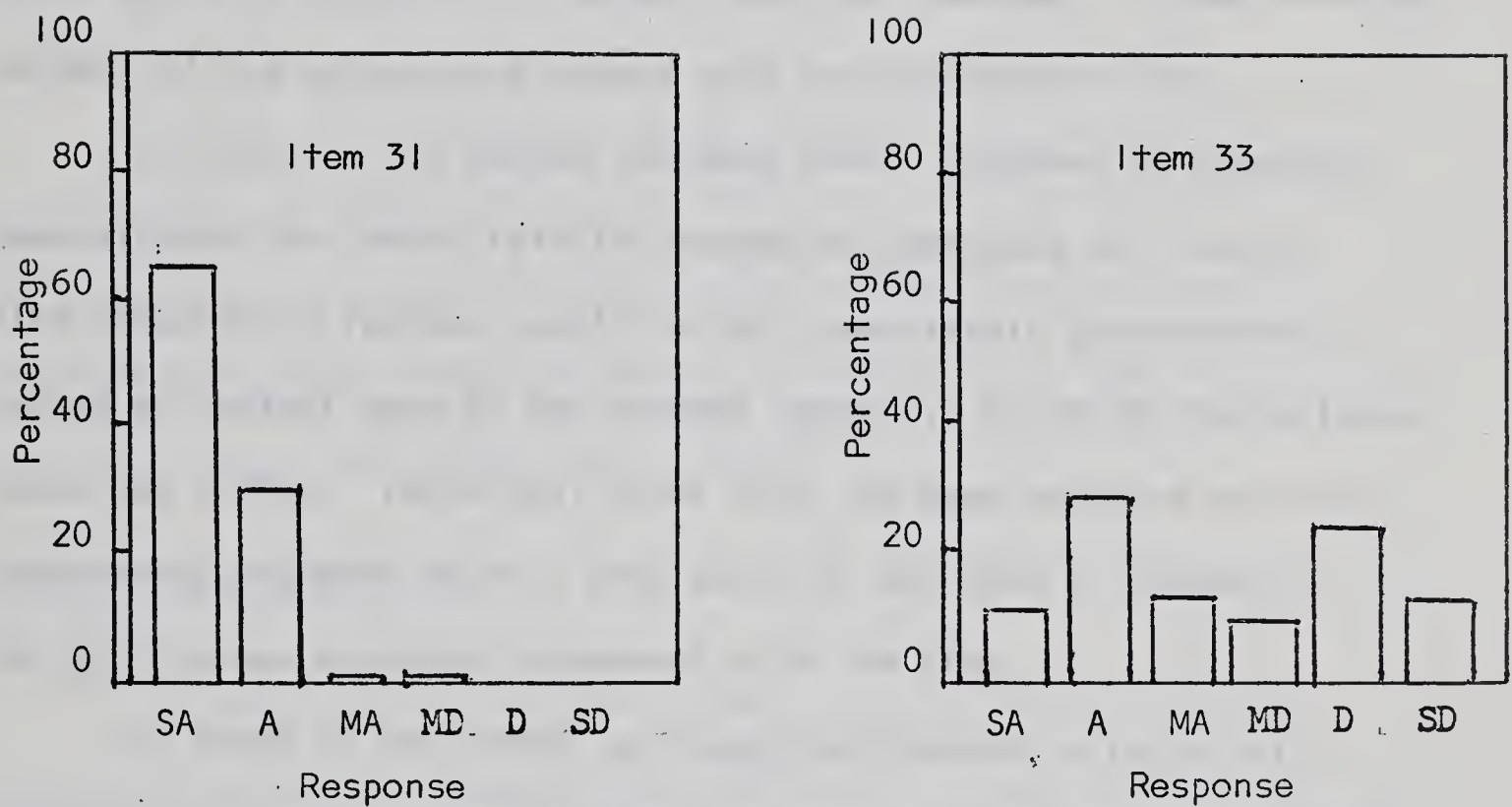


Figure 16

RESPONSES OF COOPERATING TEACHERS TO "INSIST THAT PUPILS ADDRESS THEIR QUESTIONS TO THE STUDENT TEACHER WHEN THE STUDENT TEACHER IS IN CHARGE OF THE ROOM" AND "CORRECT IMMEDIATELY GROSS ERRORS IN METHOD OR CONTENT MADE BY THE STUDENT TEACHER"

Table XLVI indicates that in terms of the ranked variance score, cooperating teachers expressed the highest relative degree of consensus for items in this task area on item 31, "The cooperating teacher should insist that pupils address their questions to the student teacher when the student teacher is in charge of the room," which had a variance score of .3136. The same table shows that the mean response score of cooperating teachers on this item was 1.36 and that 99 percent of the alter-group agreed with the expectation item.

In terms of the ranked variance score, cooperating teachers demonstrated the lowest relative degree of consensus on item 33, "The cooperating teacher should correct immediately gross errors in method or content made by the student teacher," on which the variance score was 2.7556. Table XLVI shows that the mean response score of cooperating teachers on this item was 3.51 and that 51 percent of the alter-group expressed agreement with the item.

In terms of the ranked variance score shown in Table XLVI, cooperating teachers demonstrated the second highest relative degree of consensus for items in this task area on item 27, "The cooperating teacher should occasionally leave the room while the student teacher is in charge of instruction," which had a variance score of .6889. The mean response score of cooperating teachers on this item was 1.60 and 98 percent of the alter-group expressed agreement with the expectation item.

Cooperating teachers showed the second lowest relative degree of consensus on item 32, "The cooperating teacher should demonstrate a teaching technique before permitting the student teacher to attempt it," which had a variance score of 2.1609. Table XLVI indicates that the mean response score on this item was 3.96 and that 38 percent of the cooperating teachers expressed agreement with the expectation item.

Figure 15 illustrates the percentage frequency distribution of responses of cooperating teachers on items 31 and 33, the items in this task area on which cooperating teachers demonstrated the highest and lowest relative degrees of consensus in expectations for the role of the cooperating teacher.

Summary and Conclusions

In terms of the variance ranks, faculty consultants and cooperating teachers demonstrated the highest relative degree of consensus on item 31, "The cooperating teacher should insist that pupils address their questions to the student teacher when the student teacher is in charge of the room," while student teachers demonstrated the highest relative degree of consensus on item 27, "The cooperating teacher should occasionally leave the room while the student teacher is in charge of instruction." All three alter-groups -- faculty consultants, student teachers and cooperating teachers expressed the lowest relative degree of consensus on item 33, "The cooperating teacher should correct immediately gross errors in

TABLE XLVII

SUMMARY OF VARIANCE RANKS AND MEAN RANKS FOR THE THREE ALTER-
GROUPS FOR THE TASK AREA OF "LESSON PRESENTATION"

Item No.	Variance Ranks			Mean Ranks		
	FC	ST	CT	FC	ST	CT
27	2	1	2	2	1	2
28	6	5	6	5	4	5
29	3	7	5	3	5	3
30	4	4	4	6	6	6
31	1	2	1	1	2	1
32	7	6	7	7	8	8
33	8	8	8	8	7	8
34	5	3	3	4	3	4

LEGEND: FC: Faculty Consultant; ST: Student Teacher; CT: Cooperat-
ing Teacher

method or content made by the student teacher."

The findings of the study, therefore, generally support Hypothesis 1.1, 1.2, and 1.3 as they relate to the items in this task area; and the conclusion is that there are different degrees of consensus in the expectations of each of the three alter-groups for the items in the task area of "Lesson Presentation."

11. BETWEEN-GROUP CONSENSUS ON EXPECTATIONS

The purpose of this section is to present Hypotheses 2.1, 2.2, and 2.3, as they relate to the items in the task area of "Lesson Presentation," and to discuss the findings.

In general, it was hypothesized that there is a lack of consensus between each of the possible pairs of alter-groups on each of the expectation items in each of the task areas related to the role of the cooperating teacher.

The procedure used in the treatment of the hypotheses involved two basic steps: (1) Comparison of the cumulative response distributions of each of the pairs of alter-groups on each of the items using the Kolmogorov-Smirnov two-sample test, and (2) Calculation of the mean responses and the ranks of the means for the items in this task area, and the tabular presentation of these values in order to indicate the strength and direction of the expectation responses which were significantly different.

Expectations of Faculty Consultants and Student Teachers

Hypothesis 2.1: There is a lack of consensus between faculty con-

TABLE XLVIII

COMPARISON OF THE EXPECTATIONS OF THE ALTER-GROUPS IN THE TASK AREA OF "LESSON PRESENTATION"

Item No.	Group	Frequency						D _{max} and Chi-Square for Compared Groups		
		SA	A	MA	MD	D	SD	FC - ST	FC - CT	ST - CT
27	FC	32	30	12	0	0	0	0.271	0.123	0.148
	ST	109	41	5	0	0	0	14.691	2.567	5.269
	CT	55	33	9	1	0	1	(.01)	N.S.	N.S.
28	FC	13	16	13	18	10	4	0.142	0.199	0.055
	ST	32	44	24	23	18	4	4.046	2.410	0.729
	CT	15	29	34	12	14	5	N.S.	N.S.	N.S.
29	FC	14	25	20	9	5	1	0.119	0.060	0.059
	ST	34	47	31	12	25	6	2.833	0.616	0.082
	CT	18	31	26	10	13	1	N.S.	N.S.	N.S.
30	FC	7	13	19	20	12	3	0.046	0.109	0.101
	ST	15	34	34	44	21	7	0.421	2.024	2.459
	CT	11	26	26	22	11	3	N.S.	N.S.	N.S.
31	FC	52	18	3	0	1	0	0.033	0.036	0.069
	ST	114	30	5	3	3	0	0.215	0.219	1.144
	CT	66	31	1	1	0	0	N.S.	N.S.	N.S.
32	FC	5	9	9	17	18	16	0.044	0.085	0.056
	ST	8	17	30	28	43	29	0.388	1.122	0.751
	CT	6	14	18	14	34	13	N.S.	N.S.	N.S.
33	FC	4	13	6	10	15	26	0.133	0.220	0.122
	ST	24	22	15	18	39	37	2.542	8.201	3.573
	CT	11	27	13	10	25	13	N.S.	(.05)	N.S.
34	FC	13	27	17	6	5	6	0.062	0.065	0.076
	ST	29	60	38	12	13	3	0.763	0.706	1.395
	CT	11	44	21	8	13	2	N.S.	N.S.	N.S.

SA=Strongly Agree, A=Agree, MA=Midly Agree, MD=Midly Disagree, D=Disagree, SD=Strongly Disagree. FC=Faculty Consultant, ST=Student Teacher, CT=Cooperating Teacher. N(FC)=74, N(ST)=155, and N(CT)=99.

sultants and student teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Lesson Presentation."

Table XLVIII indicates that there is a significant difference at the .01 level between the expectations of faculty consultants and student teachers on item 27, "The cooperating teacher should occasionally leave the room while the student teacher is in charge of instruction." Tables XLIV and XLV show that 100 percent of each of these alter-groups expressed agreement with the item, and of these, 43 percent of the faculty consultants and 70 percent of the student teachers responded "Strongly Agree." Thus the difference between the expectation responses of the two groups appears to be one of intensity rather than one of direction, the student teachers feeling much more strongly than the faculty consultants that the cooperating teacher should occasionally leave the room at such times. This is reflected in the mean scores of 1.73 and 1.33, respectively, for faculty consultants and student teachers. The variance scores of .5184 and .2809, respectively, for faculty consultants and student teachers, indicate that student teachers demonstrated higher consensus than faculty consultants in this item.

The findings of the study, therefore, support Hypothesis 2.1 as it relates to item 27 of this task area; and the conclusion is that there is a lack of consensus in the expectations of faculty consultants and student teachers on item 27 in the task area of "Lesson Presentation."

Expectations of Faculty Consultants and Cooperating Teachers

Hypothesis 2.2: There is a lack of consensus between faculty consultants and cooperating teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Lesson Presentation."

Table XLVIII indicates that there is a significant difference at the .05 level, between the expectations of faculty consultants and cooperating teachers on item 33, "The cooperating teacher should correct immediately gross errors in method or content made by the student teacher." Tables XLIV and XLVI show that 31 percent of the faculty consultants expressed agreement for the item and 69 percent expressed disagreement with it; while 51 percent of the cooperating teachers expressed agreement with it and 49 percent expressed disagreement with the item. The mean scores were 4.31 and 3.51, respectively, for faculty consultants and cooperating teachers. The variance scores of 2.7889 and 2.7556, respectively, for faculty consultants and cooperating teachers indicate almost equally low consensus in the two alter-groups on this item.

Expectations of Student Teachers and Cooperating Teachers

Hypothesis 2.3: There is a lack of consensus between student teachers and cooperating teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Lesson Presentation."

As Table XLVIII indicates, there are no items in this task area on which there is a significant difference between the expectations of student teachers and cooperating teachers for the

role of the cooperating teacher. The findings of the study, therefore, do not support Hypothesis 2.3 as it relates to the items in this task area; and the conclusion is that there is consensus between student teachers and cooperating teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Lesson Presentation."

III. BETWEEN SUB-GROUP CONSENSUS ON EXPECTATIONS

The purpose of this section is to present Hypotheses 3.1, 3.2, and 3.3, as they relate to the items in the task area of "Lesson Presentation," and to discuss the findings.

In general, it was hypothesized that there is a lack of consensus between the sub-groups within each of the alter-groups, on each of the expectation items in each of the task areas relating to the role of the cooperating teacher. The procedure used in the treatment of the hypotheses involved two basic steps:

- (1) Comparison of the cumulative response distributions of the sub-groups of each alter-group on each of the items of the task area being investigated, using the Kolmogorov-Smirnov two-sample test;
- and (2) Comparison of the mean responses, variance, and the percentage distribution of responses on those items on which the Kolmogorov-Smirnov test indicated significant differences, in order to show whether the difference is one of intensity or direction of responses.

TABLE XLIX

D_{max} AND SIGNIFICANCE LEVEL FOR BETWEEN SUB-GROUP COMPARISON OF EXPECTATIONS FOR THE TASK AREA OF "LESSON PRESENTATION"

Item No.	FACULTY CONSULTANTS		STUDENT TEACHERS		COOPERATING TEACHERS					
	D_{max}	Level of Sig.	D_{max}	Level of Sig.	E-JH		E-SH		JH-SH	
					D_{max}	Level of Sig.	D_{max}	Level of Sig.	D_{max}	Level of Sig.
27	.089	NS	0.026	NS	0.130	NS	0.101	NS	0.097	NS
28	0.103	NS	0.107	NS	0.065	NS	0.217	NS	0.267	NS
29	0.121	NS	0.067	NS	0.038	NS	0.059	NS	0.328	NS
30	0.099	NS	0.117	NS	0.076	NS	0.116	NS	0.066	NS
31	0.194	NS	0.038	NS	0.116	NS	0.042	NS	0.114	NS
32	0.103	NS	0.058	NS	0.202	NS	0.276	NS	0.074	NS
33	0.071	NS	0.075	NS	0.176	NS	0.200	NS	0.217	NS
34	0.232	NS	0.245	.05	0.121	NS	0.191	NS	0.091	NS

NS: Not Significant

E-JH: Elementary level and Junior High School level cooperating teachers

E-SH: Elementary level and Senior High School level cooperating teachers

Critical Values of D_{max} for Faculty Consultants: .05 level = .3684, .01 level = .4415

Critical Values of D_{max} for Student Teachers: .05 level = .2223, .01 level = .2665

Critical Values for Elementary and Junior High

School level cooperating teachers:

Critical Values for Elementary and Senior High

School level cooperating teachers:

Critical Values for Junior High and Senior High

School level cooperating teachers:

.05 level = .3144, .01 level = .3668

.05 level = .3545, .01 level = .4249

.05 level = .3563, .01 level = .4270

Expectations of Faculty Consultants in the Elementary Program and Faculty Consultants in the Secondary Program

Hypothesis 3.1: There is a lack of consensus between the expectations of faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program on the items in the task area of "Lesson Presentation."

Table XLIX indicates that there is no significant difference between the expectations of the sub-groups of faculty consultants on any of the items in this task area. The findings of the study, therefore, do not support Hypothesis 3.1 as it relates to the items in this task area; and the conclusion is that there is consensus between faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program on all of the expectation items for the role of the cooperating teacher in the task area of "Lesson Presentation."

Expectations of Student Teachers Enrolled in the Elementary Program and Those Enrolled in the Secondary Program

Hypothesis 3.2: There is a lack of consensus between the expectations of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program on the items in the task area of "Lesson Presentation."

As Table XLIX indicates, there is a significant difference at the .05 level between the expectations of the sub-groups of student teachers on item 34 of this task area. On this item, 76 percent of the student teachers in the Elementary Program expressed agreement with this expectation item, which stated that, "The cooperating teacher should allow the student teacher to assume major responsibility

for assigning pupil grades related to the subject matter that the student teacher has taught," while 86 percent of those in the Secondary Program expressed agreement with the item. The variance scores of 1.3924 and 1.5129, respectively; and the mean scores of 2.83 and 2.35, respectively, for those in the Elementary and Secondary Programs, would suggest that the difference is due more to the intensity of response than to a difference in direction of response.

The findings of the study, therefore, support Hypothesis 3.2 as it relates to item 34 of this task area; and the conclusion is that there is a lack of consensus between the expectations of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program, on expectation item 34 for the role of the cooperating teacher in the task area of "Lesson Presentation."

Expectations of Cooperating Teachers Who Teach at the Elementary, the Junior High School, and the Senior High School Level

Hypothesis 3.3: There is a lack of consensus between the expectations of cooperating teachers who teach at the Elementary Level, the Junior High School Level, and those who teach at the Senior High School Level, on the items in the task area of "Lesson Presentation."

As Table XLIX indicates, there are no items in this task area on which there is a significant difference between the expectations of the sub-groups of cooperating teachers. The findings of the study, therefore, do not support Hypothesis 3.3, as it relates to

the items in this task area; and the conclusion is that there is consensus between the expectations of cooperating teachers who teach at the Elementary Level, those who teach at the Junior High School Level, and those who teach at the Senior High School Level, on all of the items for the role of the cooperating teacher in the task area of "Lesson Presentation."

IV. WITHIN-GROUP COMPARISON OF EXPECTATIONS AND PERCEPTIONS

The purpose of this section is to present Hypotheses 4.1, 4.2, and 4.3, as they relate to the task area of "Lesson Presentation," and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the expectations and perceptions of each of the alter-groups on the items of each task area.

The procedure used in the treatment of the hypotheses involved four basic steps which have been described in Chapter IV, Section 4, under the heading of "Within-Group Comparison of Expectations and Perceptions."

The three hypotheses are presented below, followed by a discussion of the findings for the three alter-groups and a summary and conclusion for each of the hypotheses. Table XXXII shows the value of chi-square and the level of significance of this value for each of the alter-groups on each of the items in this task area.

Comparison of the Expectations and Perceptions of Faculty Consultants, of Student Teachers, and of Cooperating Teachers

- Hypothesis 4.1: There is a significant difference between the expectations and perceptions of faculty consultants on the items of the task area of "Lesson Presentation."
- 4.2: There is a significant difference between the expectations and perceptions of student teachers on the items in the task area of "Lesson Presentation."
- 4.3: There is a significant difference between the expectations and perceptions of cooperating teachers on the items in the task area of "Lesson Presentation."

The values of N shown in parenthesis in the sections which follow indicate the total number of respondents in the particular alter-group who responded YES or NO in Part II of the questionnaire dealing with perceptions of the behavior of the cooperating teacher.

Item 27 of Parts I and II

As indicated in Table L, there is a significant difference between the expectations and perceptions of student teachers on item 27 of Parts I and II, "The cooperating teacher should/does occasionally leave the room while the student teacher is in charge of instruction," on which 100 percent of the group expressed agreement and 91.6 percent of the group reported conformance by the cooperating teacher with the expectation. Among faculty consultants and cooperating teachers, 100 percent and 98 percent, respectively, expressed agreement with the expectation, while 94.4 percent and 99.0 percent, respectively, reported conformance by the cooperating teacher. These responses, however, did not differ significantly.

Item 28 of Parts I and II

As table L indicates, there is a significant difference at the .01 level between the expectations and perceptions of faculty consultants on item 28 of Parts I and II, "The cooperating teacher should/does show more concern for the student teacher's teaching methods than for his subject-matter preparation." On this item, 65.3 percent of the faculty consultants (N = 49) expressed agreement with the expectation item, while 36.7 percent reported conformance with it by the cooperating teacher. Among student teachers (N = 12) and cooperating teachers (N = 98) 70.5 percent and 70.5 percent, respectively, expressed agreement with the expectation; and 64.3 percent and 65.4 percent, respectively, of these two groups reported conformance by the cooperating teacher with the expectation; however, these results did not differ significantly.

Item 29 of Parts I and II

As Table L indicates, there is no significant difference between the expectations and perceptions of any of the three alter-groups on item 29 of Parts I and II, "The cooperating teacher should/does support the decisions made by the student teacher while the student teacher is teaching, even if the student teacher's decisions indicate poor judgment." The proportions of the responding groups which expressed agreement for the expectation item were as follows:

faculty consultants (N = 47), 83.3 percent; student teachers (N = 122), 73.8 percent; and cooperating teachers (N = 78), 83.3 percent. The proportions of the responding groups which reported this type of behavior by the cooperating teachers were as follows: faculty consultants, 76.76 percent; student teachers, 68.9 percent; and cooperating teachers, 80.0 percent.

Item 30 of Parts I and II

As Table L indicates, there is a significant difference at the .001 level between the expectations and perceptions of student teachers on item 30 of Parts I and II, "The cooperating teacher should/does show more concern about pupil growth than about the method of instruction used by the student teacher," but there is no significant difference between the expectations and perceptions of faculty consultants and of cooperating teachers. As described in section I of this chapter, each of the alter-groups showed a relatively high lack of consensus on this item. Among student teachers (N = 117), 53.8 percent expressed agreement with the item and 29.9 percent reported this type of behavior by the cooperating teacher. Among faculty consultants (N = 43), 48.8 percent expressed agreement with the item, while 37.2 percent of the group reported this type of behavior by the cooperating teachers. Among cooperating teachers (N = 81), 69.1 percent expressed agreement with the item, while 66.7 percent reported behaving in the manner indicated in the item.

Item 31 of Parts I and II

There is a significant difference between the expectations and perceptions of faculty consultants and of student teachers on item 31 of Parts I and II, "The cooperating teacher should/does insist that pupils address their questions to the student teacher when the student teacher is in charge of instruction." Among faculty consultants (N = 65), 98.5 percent expressed agreement with the expectation item and 80.0 percent reported this type of behavior by the cooperating teacher. Among student teachers (N = 152), 96.1 percent expressed agreement with the expectation item, while 75.7 percent reported this type of behavior by the cooperating teacher. The expectations and perceptions of cooperating teachers (N = 97) did not differ significantly on this item, although 99.0 percent expressed agreement with the item while 93.8 percent reported insisting on this type of pupil behavior.

Item 32 of Parts I and II

As Table L indicates, there is a significant difference between the perceptions and expectations of faculty consultants and of student teachers on item 32 of Parts I and II, "The cooperating teacher should/does demonstrate a teaching technique before permitting the student teacher to attempt it," but there is no significant difference between the expectations and perceptions of cooperating teachers on this item. Among faculty consultants (N = 55),

32.7 percent expressed agreement with the expectation item and 9.1 percent reported this type of behavior by the cooperating teacher. Among student teachers (N = 147), 33.3 percent expressed agreement with the expectation item, while 13.6 percent reported this type of behavior by the cooperating teacher. As mentioned above, while 31.8 percent of the cooperating teachers (N = 85) expressed agreement with the expectation item and 22.4 percent reported behaving in the manner indicated in the item, their expectations and perceptions did not differ significantly.

Item 33 of Parts I and II

As Table L indicates, there is no significant difference between expectations and perceptions of any of the three alter-groups on item 33 of Parts I and II, "The cooperating teacher should/does correct immediately gross errors in method or content made by the student teacher." Among faculty consultants (N = 57), 22.8 percent expressed agreement with the expectation item, while 29.8 percent reported this type of behavior by the cooperating teacher. Among student teachers (N = 129), 36.4 percent expressed agreement with the expectation item while 38.0 percent reported this type of behavior by the cooperating teacher. Among cooperating teachers (N = 83), 53.0 percent expressed agreement with the item, while 51.8 percent reported behaving in the manner suggested by the item.

Item 34 of Parts I and II

As Table L indicates, there is a significant difference between the expectations and perceptions of each of the three alter-groups on item 34 of Parts I and II, "The cooperating teacher should/does allow the student teacher to assume major responsibility for assigning pupil grades related to the subject matter the student teacher has taught." Among faculty consultants (N = 49), 69.4 percent expressed agreement with the item, while 40.8 percent reported conformance with the item by the cooperating teacher. Among student teachers (N = 137), 83.9 percent expressed agreement with the item, while 55.5 percent reported conformance with the item by the cooperating teacher. Among cooperating teachers (N = 87), 79.3 percent expressed agreement with the expectation item, while 64.4 percent reported allowing the student teacher to assume major responsibility for assigning pupil grades for the subject matter he has taught.

Summary and Conclusions

The findings of the study, therefore, support Hypothesis 4.1 as it relates to items 28, 31, 32, and 34 in this task area; and the conclusion is that there is a significant difference at, or beyond, the accepted level of significance, between the expectations and perceptions of faculty consultants on items 28, 31, 32, and 34 in the task area of "Lesson Presentation."

The findings of the study, therefore, support Hypothesis 4.2 as it relates to items 27, 30, 31, 32, and 34 in this task area; and the conclusion is that there is a significant difference at, or beyond, the accepted level of significance, between the expectations and perceptions of student teachers on items 27, 30, 32, and 34, in the task area of "Lesson Presentation."

The findings of the study, therefore, support Hypothesis 4.3 as it relates to item 34 in this task area; and the conclusion is that there is a significant difference between the expectations and perceptions of cooperating teachers for their behavior as cooperating teachers, on item 34 in the task area of "Lesson Presentation."

V. BETWEEN-GROUP COMPARISON OF PERCEPTIONS

The purpose of this section is to present Hypotheses 5.1, 5.2, and 5.3, as they relate to the task area of "Lesson Presentation," and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the perceptions of the three possible pairs of alter-groups regarding the behavior of the cooperating teacher on the items in this task area.

The treatment of the hypotheses involved three basic steps which have been described in Chapter IV, Section 4, under the heading "Between-Group Comparison of Perceptions." The value of chi-square and the level of significance of this value for each of the items in this task area for each of the pairs of alter-groups

TABLE LI

COMPARISON OF THE PERCEPTION RESPONSES OF EACH OF THE PAIRS OF
ALTER-GROUPS FOR THE TASK AREA OF "LESSON PRESENTATION"

Item No.	Values of χ^2 and Level of Significance for Compared Groups					
	FC - ST		FC - CT		ST - CT	
27	0.209	N.S.	3.480	N.S.	7.029	.01
28	10.560	.01+	9.186	.01	0.002	N.S.
29	0.601	N.S.	0.497	N.S.	4.379	.05
30	0.224	N.S.	8.577	.01	22.286	.01
31	0.386	N.S.	7.246	.01	14.963	.01
32	0.255	N.S.	3.044	N.S.	2.571	N.S.
33	0.757	N.S.	5.497	.05	3.263	N.S.
34	2.272	N.S.	6.813	.01	2.126	N.S.

Critical Values of chi-square: .05 level = 3.84
 .01 level = 6.64
 .001 level = 10.83

+ indicates the significance level is well beyond that indicated.

is shown in Table LI.

The three hypotheses are presented below, followed by a discussion of the findings for each of the pairs of alter-groups and a summary and conclusion for each of the hypotheses.

Comparison of the Perceptions of Faculty Consultants and Student Teachers

Hypothesis 5.1: There is a significant difference between the perceptions of faculty consultants and student teachers regarding the behavior of the cooperating teacher on the items in the task area of "Lesson Presentation."

As Table LI indicates, there is a significant difference between the perception responses of these two alter-groups on only one item in this task area. This significant difference is on item 28 and is beyond the .01 level. On this item, 64.3 percent of the student teachers (N = 129) reported that cooperating teachers "show more concern for the student teacher's methods than for his subject matter preparation," while 36.7 percent of the faculty consultants (N = 49) reported this behavior by cooperating teachers.

The findings of the study, therefore, support Hypothesis 5.1 as it relates to item 28 of this task area; and the conclusion is that there is a significant difference beyond the accepted level of significance, between the perceptions of faculty consultant and student teachers regarding the behavior of the cooperating teacher, on item 28 in the task area of "Lesson Presentation."

Comparison of the Perceptions of Faculty Consultants and Cooperating Teachers

Hypothesis 5.2: There is a significant difference between the perceptions of faculty consultants and cooperating teachers regarding the behavior of the cooperating teacher on the items in the task area of "Lesson Presentation."

As Table LI indicates, there is a significant difference at the .01 level between the perception responses of these two alter-groups on items 28, 30, 31, and 34, and a significant difference at the .05 level on item 33 of this task area.

On item 28, 65.4 percent of the cooperating teachers (N = 98) reported that they "show more concern for the student teacher's methods than for his subject matter preparation," while 36.7 percent of the faculty consultants (N = 49) reported this type of behavior by the cooperating teacher. On item 30, 66.7 percent of the cooperating teachers (N = 81) reported that they "show more concern about pupil growth than about the method of instruction used by the student teacher," while 37.2 percent of the faculty consultants (N = 43) reported observing this behavior by cooperating teachers. On item 31, 93.8 percent of the cooperating teachers (N = 97) reported that they "insist that pupils address their questions to the student teacher when the student teacher is in charge of the room," while 80.0 percent of the faculty consultants (N = 65) reported that cooperating teachers insist that pupils address their questions to the student teacher at such times. On item 34, 64.4 percent of the cooperating teachers (N = 87) reported that they "allow the student teacher to

assume full responsibility for assigning pupil grades relating to the subject matter that the student teacher has taught," while 40.8 percent of the faculty consultants (N = 49) reported observing cooperating teachers behave in this way. On item 33, on which there was a significant difference at the .05 level, 51.8 percent of the cooperating teachers (N = 83) reported that they "correct immediately gross errors in method or content made by the student teacher," while 29.8 percent of the faculty consultants (N = 57) reported observing cooperating teachers behave in this way.

The findings of the study, therefore, support Hypothesis 5.2 as it relates to items 28, 30, 31, 33, and 34 in this task area; and the conclusion is that there is a significant difference at, or beyond, the accepted level of significance, between the perceptions of faculty consultants and cooperating teachers, on items 28, 30, 31, 33, and 34 in the task area of "Lesson Presentation."

Comparison of the Perceptions of Student Teachers and Cooperating Teachers

Hypothesis 5.3: There is a significant difference between the perceptions of student teachers and cooperating teachers regarding the behavior of the cooperating teacher on the items in the task area of "Lesson Presentation."

As Table LI indicates, there is a significant difference at the .01 level between the perception responses of student teachers and cooperating teachers on items 27, 30, and 31, and a significant difference at the .05 level on item 29 of this task area.

On item 27, 99.0 percent of the cooperating teachers (N = 98) reported that they "occasionally leave the room while the student teacher is in charge of instruction," while 91.9 percent of the student teachers (N = 155) reported cooperating teachers behaving in this way. On item 29, 80.8 percent of the cooperating teachers (N = 78) reported that they "support decisions made by the student teacher while the student teacher is teaching even if the student teacher's decisions indicate poor judgment," while 68.9 percent of the student teachers (N = 122) reported this type of support by the cooperating teacher. On item 30, 66.7 percent of the cooperating teachers (N = 81) reported that they "show more concern about pupil growth than about the method of instruction used by the student teacher," while 29.9 percent of the student teachers (N = 117) reported this type of concern by the cooperating teacher. On item 31 of this task area, 93.8 percent of the cooperating teachers (N = 97) reported that they "insist that pupils address their questions to the student teacher when the student teacher is in charge of the room," while 75.7 percent of the student teachers (N = 152) reported observing cooperating teachers behave in this way.

The findings of the study, therefore, support Hypothesis 5.3 as it relates to items 27, 29, 30, and 31 of this task area; and the conclusion is that there is a significant difference at, or beyond, the accepted level of significance, between the perceptions of student teachers and cooperating teachers, on items 27, 29, 30, and 31 in the task area of "Lesson Presentation."

VI. BETWEEN SUB-GROUP COMPARISON OF PERCEPTIONS

The purpose of this chapter is to present Hypotheses 6.1, 6.2, and 6.3, as they relate to the items in the task area of "Lesson Presentation," and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the perceptions of the sub-groups in each of the alter-groups on each of the items of each task area. The treatment of the hypotheses involved the three basic steps described in Chapter IV under the section dealing with between sub-group comparison of perceptions.

The three hypotheses are presented below, followed by a discussion of the findings for the pairs of sub-groups. Table LII shows the value of chi-square and the level of significance of this value for each of the pairs of compared sub-groups for each of the items in this task area.

Comparison of the Perceptions of Sub-Groups of Faculty Consultants, Student Teachers and Cooperating Teachers

Hypothesis 6.1: There is a significant difference between the perceptions of the behavior of the cooperating teacher as reported by faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program, for the items in the task area of "Lesson Presentation."

6.2: There is a significant difference between the perceptions of the behavior of the cooperating teacher as reported by student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program, for the items in the task area of "Lesson Presentation."

TABLE LII

BETWEEN SUB-GROUP COMPARISON OF PERCEPTIONS FOR THE TASK AREA OF "LESSON PRESENTATION"

Item No.	FACULTY CONSULTANTS				STUDENT TEACHERS				COOPERATING TEACHERS					
	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	E/JH	E/SH	JH/SH
27	EP SP	16 51	1 3	0.305 NS	EP SP	53 89	10 3	6.187 .05	E JH SH	37 37 24	0 0 0	0.000 NS	0.000 NS	0.000 NS
28	EP SP	6 12	3 28	2.819 NS	EP SP	34 50	15 30	0.368 NS	E JH SH	22 17 13	10 8 9	0.051 NS	0.194 NS	0.109 NS
29	EP SP	9 27	2 9	0.004 NS	EP SP	31 54	19 19	1.471 NS	E JH SH	26 19 20	3 17 3	1.541 NS	0.018 NS	0.719 NS
30	EP SP	5 11	7 20	0.001 NS	EP SP	19 16	31 51	2.091 NS	E JH SH	21 23 11	12 5 11	1.742 NS	0.526 NS	4.466 .05
31	EP SP	13 39	3 10	0.047 NS	EP SP	48 66	15 23	0.009 NS	E JH SH	35 35 22	2 1 2	0.001 NS	0.006 NS	0.132 NS

LEGEND: NS:Not Significant, EP:Elementary Program, SP:Secondary Program, E:Elementary Level, JH:Junior High School Level, SH:Senior High School Level, /:Compared With.

TABLE LII (continued).

BETWEEN SUB-GROUP COMPARISON OF PERCEPTIONS FOR THE TASK AREA OF "LESSON PRESENTATION"

Item No.	FACULTY CONSULTANTS				STUDENT TEACHERS				COOPERATING TEACHERS					
	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	χ^2 and Level of Sig. Compared Groups		
												E/JH	E/SH	JH/SH
32	EP SP	2 3	13 37	0.021 NS	EP SP	10 9	48 80	1.016 NS	E JH SH	8 6 5	25 25 18	0.029 NS	0.011 NS	0.016 NS
33	EP SP	7 10	8 32	1.775 NS	EP SP	24 25	30 51	1.335 NS	E JH SH	22 33 8	14 14 13	0.403 NS	1.971 NS	0.704 NS
34	EP SP	5 15	8 21	0.016 NS	EP SP	24 51	29 33	2.532 NS	E JH SH	18 22 17	15 8 7	1.651 NS	0.944 NS	0.010 NS

LEGEND: NS:Not Significant, EP:Elementary Program, SP:Secondary Program, E:Elementary Level, JH:Junior High School Level, SH:Senior High School Level, /:Compared With.

- 6.3: There is a significant difference between the self-perceptions of their behavior as cooperating teachers as reported by those who teach at the Elementary level, those who teach at the Junior High School level, and those who teach at the Senior High School level, on the items in the task area of "Lesson Presentation."

As Table LII indicates, there are no items in this task area on which there is a significant difference between the perceptions of the sub-groups of faculty consultants. The findings of the study, therefore, do not support Hypothesis 6.1; and the conclusion is that there is no significant difference between the perceptions of faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program, on any of the items in the task area of "Lesson Presentation."

Table LII indicates that there is a significant difference at the .05 level between the perceptions of the sub-groups of student teachers on item 27 of this task area. On this item, 84 percent of the student teachers enrolled in the Elementary Program reported that, "The cooperating teacher occasionally leaves the room while the student teacher is in charge of instruction," while 97 percent of those enrolled in the Secondary Program reported that the cooperating teacher left the room at such times. The findings of the study, therefore, support Hypothesis 6.2, as it relates to item 27 of this task area; and the conclusion is that there is a significant difference between the perceptions of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program for the behavior of the cooperating teacher, on

item 27 of the task area of "Lesson Presentation."

Table LII indicates that there is a significant difference at the .05 level between self-perceptions of two of the sub-groups of cooperating teachers for their behavior as cooperating teachers, on item 30 of this task area. On this item, 82 percent of the Junior High School cooperating teachers reported that they "show more concern about pupil growth than about the method of instruction used by the student teacher," while 50 percent of the Senior High School cooperating teachers reported behaving in this way. The findings of the study, therefore, support Hypothesis 6.3, as it relates to item 30 of this task area; and the conclusion is that there is a significant difference between the self-perceptions of cooperating teachers regarding their behavior as cooperating teachers, as reported by those who teach at the Junior High School level and those who teach at the Senior High School level, on item 30 of the task area of "Lesson Presentation."

CHAPTER X

EVALUATION

The purpose of this chapter is to present an analysis of the expectations and perceptions of faculty consultants, student teachers and cooperating teachers for the role of the cooperating teacher in the task area of "Evaluation." This analysis is a test of Hypotheses 1.1 through 6.3, as they relate to the items in this task area, and is presented in six sections, as follows: (1) Within-Group Consensus on Expectations; (2) Between-Group Consensus on Expectations; (3) Between Sub-Group Consensus on Expectations; (4) Within-Group Comparison of Expectations and Perceptions; (5) Between-Group Comparison of Perceptions; and (6) Between Sub-Group Comparison of Perceptions. Items 35 through 42 of Parts I and II of the questionnaire deal with expectations and perceptions in this task area.

1. WITHIN-GROUP CONSENSUS ON EXPECTATIONS

The following analysis is a test of Hypotheses 1.1, 1.2, and 1.3, as they relate to this task area. The variance scores of each alter-group are investigated to determine the relative extent of within-group conflict or consensus in expectations on the items of this task area.

TABLE LIII
PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF FACULTY CONSULTANTS IN THE
TASK AREA OF "EVALUATION"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										SUM		Variance	Variance Rank ^a	Mean		Mean Rank
	SA	A	MA	MD	D	SD	SA+A+MA	MD+D+SD	SUM	SUM	Mean	Mean Rank					
35	49	36	11	3	0	1	96	4			.0864	2		1.73	2		
36	46	47	7	0	0	0	100	0			.3721	1		1.61	1		
37	39	43	9	7	1	0	92	8			.8649	3		1.88	3		
38	39	35	16	7	3	0	90	10			1.0609	4		1.99	4		
39	4	9	24	15	26	22	37	63			2.1025	7		4.14	8		
40	9	22	24	9	23	12	56	44			2.4336	8		3.51	7		
41	23	43	18	8	7	1	66	16			4.4161	6		2.36	6		
42	24	39	27	4	4	2	90	10			1.1664	5		2.28	5		

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree

^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations

Expectations of Faculty Consultants

Hypothesis 1.1: There are different degrees of consensus in the expectations of faculty consultants for the role of the cooperating teacher on the items in the task area of "Evaluation."

The ranked variance scores of faculty consultants are shown in Table LIII to illustrate the relative extent of consensus of this alter-group on the items of this task area.

Faculty consultants expressed the highest relative degree of consensus for the items in this task area on item 36, "The cooperating teacher should help the student teacher develop criteria for self-evaluation," on which their variance score was .3721.

Table LIII also shows that the mean response score of faculty consultants on this item was 1.61 and that 100 percent of this alter-group expressed agreement with this expectation.

In terms of the ranked variance scores, faculty consultants expressed the second highest relative degree of consensus for items in this task area on item 35, "The cooperating teacher should initiate and maintain a regularly scheduled program of planned student teacher-cooperating teacher conferences," on which their variance score was .8464. Table LIII shows also that the mean response score of faculty consultants on this item was 1.73 and that 96 percent of the alter-group expressed agreement with the expectation item.

Faculty consultants expressed the lowest relative degree of consensus for items in this task area on item 40, "The cooperating teacher should consult with the faculty consultant in preparing the

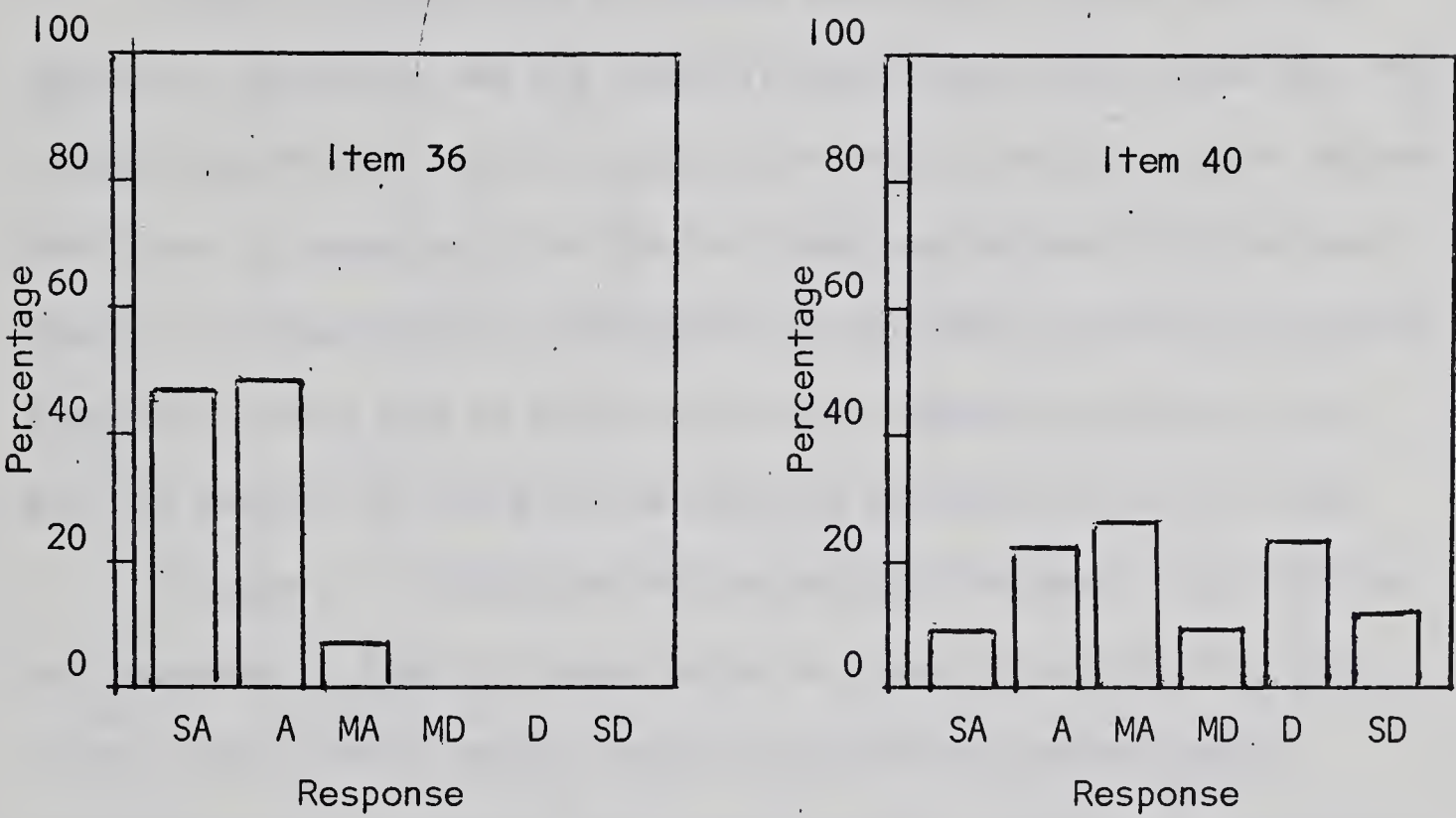


Figure 17

RESPONSES OF FACULTY CONSULTANTS TO "HELP THE STUDENT TEACHER TO DEVELOP CRITERIA FOR SELF-EVALUATION" AND "CONSULT WITH THE FACULTY CONSULTANT IN PREPARING THE FINAL WRITTEN EVALUATION OF THE STUDENT TEACHER FOR THE FACULTY OF EDUCATION"

final written evaluation of the student teacher for the Faculty of Education," on which they had a variance score of 2.4336. As Table LIII also shows, the mean response score of faculty consultants on this item was 3.51 with only 56 percent of this alter-group expressing agreement with the expectation item.

Faculty consultants expressed the second lowest relative degree of consensus for the items in this task area on item 39, "The cooperating teacher should consult with the principal and/or department head in preparing the final written evaluation of the student teacher for the Faculty of Education," on which they had a variance score of 2.1025; and on which their mean response score was 4.14, with 37 percent of the group expressing agreement with the item.

Figure 17 illustrates the percentage frequency distribution of responses of faculty consultants on items 36 and 40, the items in this task area on which faculty consultants demonstrated, respectively, the highest and lowest relative degrees of consensus, in expectations for the role of the cooperating teacher.

Expectations of Student Teachers

Hypothesis 1.2: There are different degrees of consensus in the expectations of student teachers for the role of the cooperating teacher on the items in the task area of "Evaluation."

The ranked variance scores of student teachers are shown in Table LIV to illustrate the relative extent of consensus of this alter-group on the items in this task area.

TABLE LIV

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF STUDENT TEACHERS IN THE
TASK AREA OF "EVALUATION"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										SUM		Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SUM SA+A+MA	SUM MD+D+SD								
35	26	40	17	9	7	1	83	17	1.4161	4.5	2.34	4				
36	29	46	19	3	2	1	94	6	.8836	2	2.05	2				
37	48	36	13	2	1	0	97	3	.7225	1	1.73	1				
38	40	33	15	5	4	3	88	12	1.5625	6	2.09	3				
39	8	14	23	20	21	14	45	55	2.2201	7	3.74	8				
40	26	30	15	12	16	10	62	38	2.6569	8	3.10	7				
41	14	43	25	9	6	3	82	18	1.3689	3	2.57	5				
42	12	37	28	12	9	1	78	22	1.4161	4.5	2.74	6				

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree
^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations

In terms of the ranked variance scores, student teachers expressed the highest relative degrees of consensus for items in this task area on item 37, "The cooperating teacher should write a short evaluation of each lesson taught by the student teacher," on which they had a variance score of .7225. Table LIV also shows that the mean response score of student teachers on this item was 1.73 and that 97 percent of the student teachers expressed agreement with the expectation item.

Student teachers expressed the second highest relative degree of consensus for items in this task area on item 36, "The cooperating teacher should help the student teacher to develop criteria for self-evaluation," on which they had a variance score of .8836; and on which they had a mean response score of 2.05, with 94 percent of the alter-group expressing agreement with the expectation item.

Student teachers expressed the lowest relative degree of consensus for the items in this task area on item 40, "The cooperating teacher should consult with the faculty consultant in preparing the final written evaluation of the student teacher for the Faculty of Education," on which they had a variance score of 2.6569, and a mean response score of 3.10, with 62 percent of the alter-group expressing agreement with the expectation and 38 percent expressing disagreement with the item.

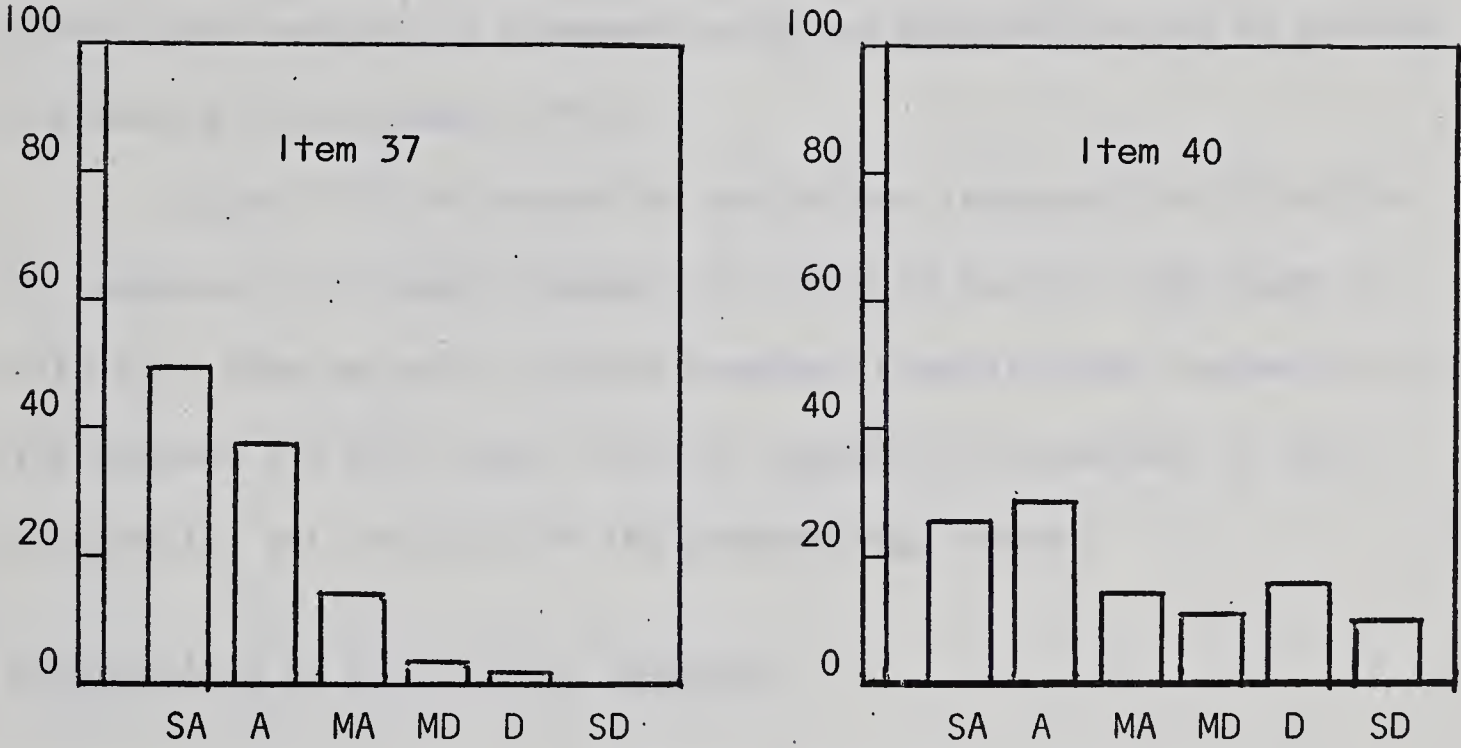


Figure 18

RESPONSES OF STUDENT TEACHERS TO ITEM 37, "WRITE A SHORT EVALUATION OF EACH LESSON TAUGHT BY THE STUDENT TEACHER" AND TO ITEM 40, "CONSULT WITH THE FACULTY CONSULTANT IN PREPARING THE FINAL WRITTEN EVALUATION OF THE STUDENT TEACHER FOR THE FACULTY OF EDUCATION"

Student teachers expressed the second lowest relative degree of consensus for items in this task area on item 39, "The cooperating teacher should consult with the principal and/or department head in preparing the final written evaluation of the student teacher for the Faculty of Education," on which they had a variance score of 2.2201, and a mean score of 3.74, with 45 percent of the alter-group expressing agreement with the expectation and 55 percent expressing disagreement with it.

Figure 18 illustrates the percentage frequency distribution of responses of student teachers on items 37 and 40, the items in this task area on which student teachers demonstrated, respectively, the highest and the lowest relative degrees of consensus in their expectation for the role of the cooperating teacher.

Expectations of Cooperating Teachers

Hypothesis 1.3: There are different degrees of consensus in the expectations of cooperating teachers for the role of the cooperating teacher on the items of the task area of "Evaluation."

The ranked variance scores of cooperating teachers are shown in Table LV to illustrate the relative extent of consensus of this alter-group on the items in this task area.

In terms of the ranked variance scores, cooperating teachers demonstrated the highest relative degree of consensus for items in this task area on item 36, "The cooperating teacher should help the student teacher to develop criteria for self-evaluation," on which

TABLE LV

PERCENTAGE DISTRIBUTION, VARIANCE, VARIANCE RANK, MEAN, AND MEAN RANK
OF EXPECTATION RESPONSES OF COOPERATING TEACHERS
IN THE TASK AREA OF "EVALUATION"

Item No.	PERCENTAGE DISTRIBUTION OF RESPONSES										SUM MD+D+SD	Variance	Variance Rank ^a	Mean	Mean Rank
	SA	A	MA	MD	D	SD	SA+A+MA	SUM							
35	24	45	16	4	7	4	85	15	1.7161	6	2.37	2			
36	34	58	5	2	1	0	97	3	.5184	1	1.78	1			
37	21	45	15	10	9	0	81	19	1.4161	3	2.41	3			
38	17	44	21	9	8	0	83	17	1.3924	2	2.51	4			
39	8	9	14	14	44	11	31	69	2.1025	7	4.09	8			
40	21	16	16	15	27	5	54	46	2.5921	8	3.24	7			
41	6	47	25	10	8	4	78	22	1.4641	4.5	2.80	5			
42	7	32	30	16	13	2	69	31	1.4641	4.5	3.03	6			

LEGEND: SA:Strongly Agree, A:Agree, MA:Mildly Agree, MD:Mildly Disagree, D:Disagree, SD:Strongly Disagree
^a: See Chapter 4; Hypotheses 1.1-1.3: within-group consensus on expectations

they had a variance score of .5184, and a mean response score of 1.78, with 98 percent of the alter-group expressing agreement with the expectation.

Cooperating teachers demonstrated the second highest relative degree of consensus for items in this task area on item 38, "The cooperating teacher should inform the student teacher in the beginning of the round of the criteria on which his final written evaluation will be based," on which they had a variance score of 1.3924, and a mean response score of 2.51, with 83 percent of the alter-group expressing agreement with the item.

Cooperating teachers expressed the lowest relative degree of consensus for items in this task area on item 40, "The cooperating teacher should consult with the faculty consultant in preparing the final written evaluation of the student teacher for the Faculty of Education," on which they had a variance score of 2.5921, and a mean score of 3.24, with 54 percent of the cooperating teachers expressing agreement with the expectation and 46 percent expressing disagreement with it.

Cooperating teachers expressed the second lowest relative degree of consensus for items in this task area on item 39, "The cooperating teacher should consult with the principal and/or department head in preparing the final written evaluation of the student teacher for the Faculty of Education," on which they had a variance score of 2.1025. Table LV shows, also, that the mean

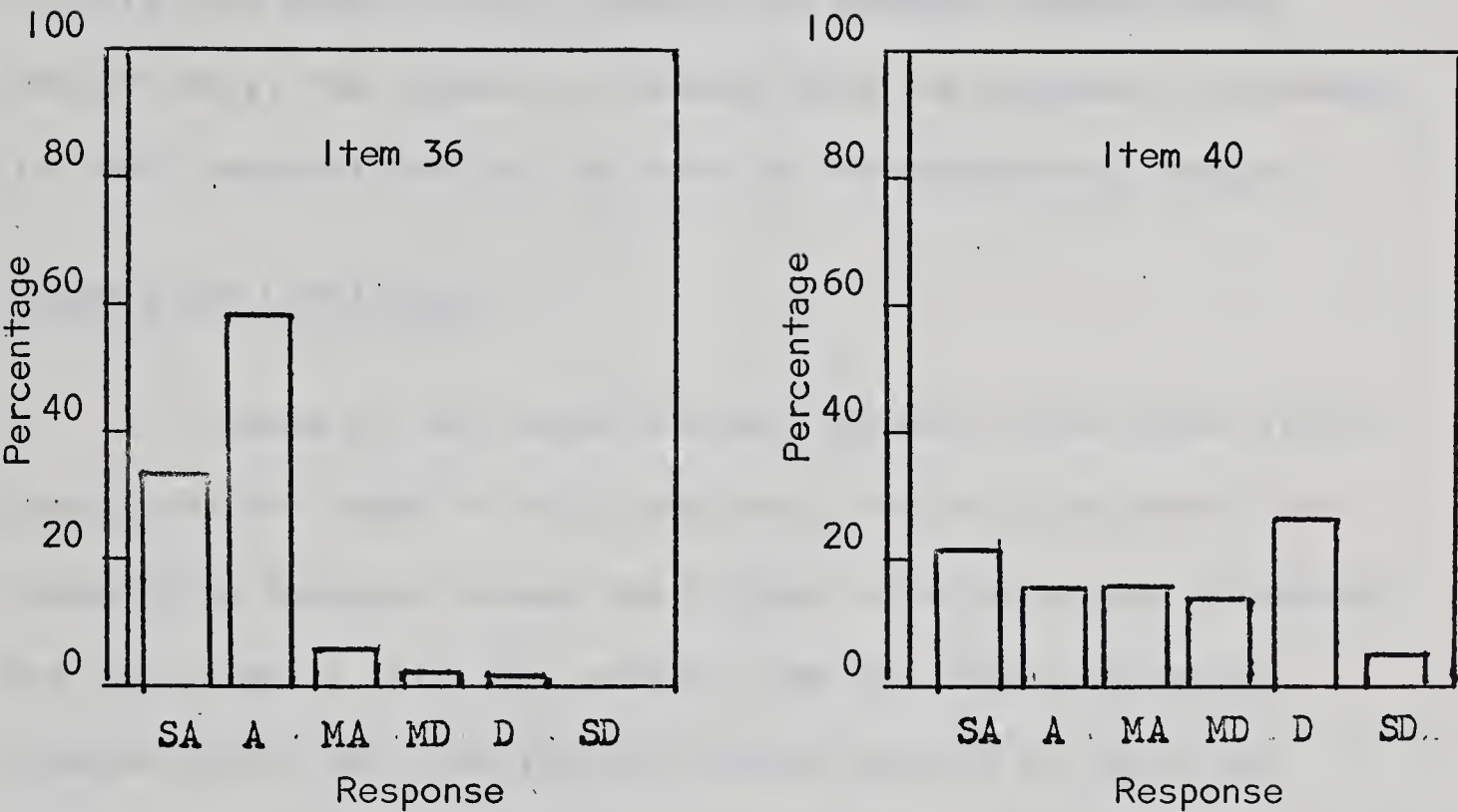


Figure 19

RESPONSES OF COOPERATING TEACHERS TO "HELP THE STUDENT TEACHER DEVELOP CRITERIA FOR SELF-EVALUATION" AND "CONSULT WITH THE FACULTY CONSULTANT IN PREPARING THE FINAL WRITTEN EVALUATION OF THE STUDENT TEACHER FOR THE FACULTY OF EDUCATION"

response score of cooperating teachers on this item was 4.09 and that 31 percent of the cooperating teachers expressed agreement with the expectation item, while 69 percent expressed disagreement with it.

Figure 19 illustrates the percentage frequency distribution of responses of cooperating teachers on items 36 and 40, the items in this task area on which cooperating teachers demonstrated, respectively, the highest and lowest relative degrees of consensus in their expectations for the role of the cooperating teacher.

Summary and Conclusions

In terms of the ranked variance scores of the three alter-groups for the items in this task area, faculty consultants and cooperating teachers showed the highest relative degree of consensus for items in this task area on item 36, "The cooperating teacher should help the student teacher develop criteria for self-evaluation," while student teachers showed the highest relative degree of consensus on item 37, "The cooperating teacher should write a short evaluation of each lesson taught by the student teacher."

Again, in terms of the ranked variance scores, all three alter-groups expressed the lowest relative degree of consensus for the items in this task area on item 40, "The cooperating teacher should consult with the faculty consultant in preparing the final written evaluation of the student teacher for the Faculty of Education."

TABLE LVI

SUMMARY OF VARIANCE RANKS AND MEAN RANKS FOR THE THREE
ALTER-GROUPS FOR THE TASK AREA OF "EVALUATION"

Item No.	Variance Ranks			Mean Ranks		
	FC	ST	CT	FC	ST	CT
35	2	4.5	6	2	4	2
36	1	2	1	1	2	1
37	3	1	3	3	1	3
38	4	6	2	4	3	4
39	7	7	7	8	8	8
40	8	8	8	7	7	7
41	6	3	4.5	6	5	5
42	5	4.5	4.5	5	6	6

LEGEND: FC: Faculty Consultant; ST: Student Teacher; CT: Cooperat-
ing Teacher

At the same time, all three alter-groups expressed the second lowest degree of consensus for items in this task area on item 39, "The cooperating teacher should consult with the principal and/or department head in preparing the final written evaluation of the student teacher for the Faculty of Education."

Using ranked variance scores as a means of indicating relative degrees of consensus within alter-groups on the items of this task area, it may be concluded, generally, that Hypotheses 1.1, 1.2, and 1.3 are supported; that is, that there are different degrees of consensus within each of the alter-groups for the items in the task area of "Evaluation."

11. BETWEEN-GROUP CONSENSUS ON EXPECTATIONS

The purpose of this section is to present Hypotheses 2.1, 2.2, and 2.3, as they relate to the items in the task area of "Evaluation," and to discuss the findings.

In general, it was hypothesized that there is a lack of consensus between each of the possible pairs of alter-groups on each of the expectation items in each of the task areas related to the role of the cooperating teacher.

The procedure used in the treatment of the hypotheses involved two basic steps: (1) Comparison of the cumulative response distributions of each of the pairs of alter-groups on each of the items using the Kolmogorov-Smirnov two-sample test, and

(2) Calculation of the mean responses and the ranks of the means for the items in this task area, and the tabular presentation of these values in order to indicate the strength and direction of the expectation responses which were significantly different.

The critical values for the Kolmogorov-Smirnov two-sample test are given in Table V, Chapter IV; along with a discussion of the nature of the test itself.

Expectations of Faculty Consultants and Student Teachers

Hypothesis 2.1: There is a lack of consensus between faculty consultants and student teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Evaluation."

As Table LVII indicates, there is a significant difference at the .05 level between the expectations of faculty consultants and student teachers on item 35, "The cooperating teacher should initiate and maintain a regularly scheduled program of planned student teacher-cooperating teacher conferences." Table LIII shows that the variance score of faculty consultants on this item was .8464 and that their mean response score was 1.73; while Table LIV shows that the variance score of student teachers was 1.4161 and that their mean response score was 2.34. The smaller mean score of faculty consultants indicates that they are stronger in their expectations on this item than are student teachers; and the smaller variance score of the faculty consultants indicates that they have a higher degree

TABLE LVII

COMPARISON OF THE EXPECTATIONS OF THE ALTER-GROUPS
IN THE TASK AREA OF "EVALUATION"

Item No.	Group	Frequency						D _{max} , Chi-Square and Sig. Level for Compared Groups		
		SA	A	MA	MD	D	SD	FC - CT	FC - ST	ST - CT
35	FC	36	27	8	2	0	1	0.244	0.228	0.034
	ST	40	62	27	14	11	1	10.089	10.453	0.278
	CT	24	44	16	4	7	4	(.05)	(.05)	N.S.
36	FC	34	35	5	0	0	0	0.116	0.184	0.171
	ST	45	71	30	5	3	1	2.280	6.786	7.050
	CT	34	57	5	2	1	0	N.S.	N.S.	N.S.
37	FC	29	32	7	5	1	0	0.180	0.086	0.265
	ST	74	56	20	3	2	0	5.474	1.465	17.008
	CT	21	44	15	10	9	0	N.S.	N.S.	(.01)
38	FC	29	26	12	5	2	0	0.220	0.044	0.228
	ST	62	51	23	8	7	4	8.211	0.386	12.593
	CT	17	43	21	9	8	1	(.05)	N.S.	(.01)
39	FC	3	7	18	11	19	16	0.105	0.125	0.197
	ST	13	21	36	31	32	22	1.871	3.109	9.384
	CT	8	9	14	14	43	11	N.S.	N.S.	(.05)
40	FC	7	16	18	7	17	9	0.118	0.160	0.097
	ST	27	46	23	18	25	16	2.339	5.139	2.284
	CT	21	16	16	15	26	5	N.S.	N.S.	N.S.
41	FC	17	32	13	6	5	1	0.169	0.088	0.081
	ST	22	67	39	14	9	4	4.454	1.550	1.598
	CT	6	46	25	10	8	4	N.S.	N.S.	N.S.
42	FC	18	29	20	3	3	1	0.251	0.145	0.106
	ST	19	57	43	19	15	2	10.696	4.201	2.740
	CT	7	31	30	16	13	2	(.05)	N.S.	N.S.

SA=Strongly Agree, A=Agree, MA=Mildly Agree, MD=Mildly Disagree, D=Disagree, SD=Strongly Disagree; FC=Faculty Consultant, ST=Student Teacher, CT=Cooperating Teacher; N.S.=Not Significant; N(FC)=74, N(ST)=155, and N(CT)=99.

of consensus in their expectation on this item than do student teachers.

There is a significant difference at the .05 level between the expectations of faculty consultants and student teachers on item 38, "The cooperating teacher should inform the student teacher at the beginning of the round of the criteria on which his final written evaluation will be based." Examination of Table LIII and Table LIV indicates that the variance scores for faculty consultants and student teachers were 1.0609 and 1.5625, respectively; and that the mean response scores of these two alter-groups were 1.99 and 2.09 respectively for the two alter-groups. The near similarity of the scores of the two alter-groups indicates that there is very little difference in the direction of the responses, faculty consultants being only slightly stronger in their expectation on this item. However, the difference in the variance score suggests that faculty consultants were significantly different in the intensity of their responses.

There is a significant difference at the .05 level between the expectations of faculty consultants and student teachers on item 41, "The cooperating teacher should plan an agenda for scheduled conferences with the student teacher." Tables LIII and LIV show that the mean response scores for faculty consultants and student teachers were 2.28 and 2.74, respectively; and that the variance scores were 1.1664 and 1.4161, respectively, for the two alter-groups.

The smaller mean score of the faculty consultants indicates they were somewhat stronger in their expectation on this item than were student teachers; while the difference in the variance scores suggests a higher degree of consensus in the responses of faculty consultants than in those of the student teachers. Thus, there appears to be a difference both in the direction and the intensity of the responses of these two alter-groups on this item.

The findings of the study, therefore, support Hypothesis 2.1 as it relates to items 35, 38, and 42 in this task area; and the conclusion is that there is a lack of consensus between the expectations of faculty consultants and student teachers on items 35, 38, and 42 in the task area of "Evaluation."

Expectations of Faculty Consultants and Cooperating Teachers

Hypothesis 2.2: There is a lack of consensus between faculty consultants and cooperating teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Evaluation."

As Table LVII indicates, there is a significant difference at the .05 level, between the expectations of faculty consultants and cooperating teachers on item 35, "The cooperating teacher should initiate and maintain a regularly scheduled program of planned student teacher-cooperating teacher conferences." Tables LIII and LV show that the mean response scores of faculty consultants and cooperating teachers on this item were 1.73 and 2.37, respectively; and that the

variance scores of these two alter-groups were .8464 and 1.7161, respectively for faculty consultants and cooperating teachers. The mean scores indicate that faculty consultants felt more strongly than did cooperating teachers that such a program of conferences should be initiated and maintained by the cooperating teacher; while the variance scores indicate that faculty consultants exhibited considerably greater consensus in their expectations on this item than did the cooperating teachers.

The findings of the study, therefore, support Hypothesis 2.2 as it relates to item 35 of this task area; and the conclusion is that there is a lack of consensus between the expectations of faculty consultants and cooperating teachers on item 35 in the task area of "Evaluation."

Expectations of Student Teachers and Cooperating Teachers

Hypothesis 2.3: There is a lack of consensus between student teachers and cooperating teachers on each of the expectation items for the role of the cooperating teacher in the task area of "Evaluation."

Table LVII indicates that there is a significant difference at the .01 level, between the expectations of student teachers and cooperating teachers on item 37, "The cooperating teacher should write a short evaluation of each lesson taught by the student teacher." Tables LIV and LV show that the mean response scores of student teachers and cooperating teachers on this item were 1.73 and 2.41, respectively; and that the variance scores were .7225 and 1.4161, respectively. The

mean scores indicate that student teachers were stronger in their expectations than cooperating teachers, while the variance scores indicate a higher degree of consensus in the responses of student teachers than in those of the cooperating teachers. Thus, there appears to be a difference both in the direction and the intensity of the responses indicating a stronger desire among student teachers for this type of evaluation of their lesson.

There is a significant difference at the .01 level, between the expectations of student teachers and cooperating teachers on item 38, "The cooperating teacher should inform the student teacher at the beginning of the round of the criteria on which his final written evaluation will be based." Tables LIV and LV indicate that the mean response score of student teachers and cooperating teachers on this item were 2.09 and 2.51, respectively; and that the variance scores were 1.5625 and 1.3924, respectively. The mean scores indicate some difference in the direction of the response, with student teachers stronger in their expectation on the item than the cooperating teachers. The variance scores, however, indicate a slightly lower degree of consensus among student teachers on this item than among the cooperating teachers.

There is a significant difference at the .05 level, between the expectations of student teachers and cooperating teachers on item 39, "The cooperating teacher should consult with the principal and/or department head in preparing the final written evaluation of the student teacher for the Faculty of Education." Tables LIV and LV show that the mean response score of student teachers and cooperating teachers on this item were 3.74 and 4.09, respectively; and that the

variance scores were 2.2201 and 2.1025, respectively. The mean scores indicate that, while both alter-groups were in the majority opposed to the expectation item, the cooperating teachers were more strongly opposed to it than were the student teachers. While there was not a large difference between the variance scores, the smaller variance score of the cooperating teachers indicates that cooperating teachers showed only slightly greater consensus on this item than did the student teachers. However, relative to the other variance scores of these two alter-groups on the items in this task area, the variance scores of both alter-groups showed relatively low consensus within these alter-groups on this item of the task area.

The findings of the study, therefore, support Hypothesis 2.3 as it relates to items 37, 38, and 39 of this task area; and the conclusion is that there is a lack of consensus between the expectations of student teachers and cooperating teachers on items 37, 38, and 39 in the task area of "Evaluation."

Mean Responses of the Alter-Groups

Table XVI shows the ranked mean responses on items of this sixth task area, "Evaluation." Both the high and the low ranked means are of significance since they indicate the most strongly expressed

expectations. If the two highest ranking mean responses of each alter-group are considered, faculty consultants and cooperating teachers expressed themselves most strongly in agreement with item 35, "The cooperating teacher should initiate and maintain a regularly scheduled program of planned student teacher-cooperating teacher conferences," and on item 36, "The cooperating teacher should help the student develop criteria for self-evaluation," while student teachers expressed themselves most strongly in favor of item 36, above, and in favor of item 37, "The cooperating teacher should write a short evaluation of each lesson taught by the student teacher."

Considering the two lowest ranking mean response scores, all three alter-groups expressed themselves as being most opposed to item 40, "The cooperating teacher should consult with the faculty consultant in preparing the final written evaluation of the student teacher for the Faculty of Education," and on item 39, "The cooperating teacher should consult with the principal and/or department head in preparing the final written evaluation of the student teacher for the Faculty of Education," with the stronger opposition being expressed toward item 39.

III. BETWEEN SUB-GROUP CONSENSUS ON EXPECTATIONS

The purpose of this section is to present Hypotheses 3.1, 3.2, and 3.3, as they relate to the items in the task area of "Evaluation," and to discuss the findings.

In general, it was hypothesized that there is a lack of consensus between the sub-groups within each of the alter-groups, on each of the expectation items in each of the task areas relating to the role of the cooperating teacher. The procedure used in the treatment of the hypotheses involved two basic steps: (1) Comparison of the cumulative response distributions of the sub-groups of each alter-group on each of the items of the task area being investigated, using the Kolmogorov-Smirnov two-sample test; and (2) Comparison of the mean responses, variance, and the percentage distribution of responses on those items on which the Kolmogorov-Smirnov test indicated significant differences, in order to show whether the difference is one of intensity or direction of responses.

Expectations of Faculty Consultants in the Elementary Program and Faculty Consultants in the Secondary Program

Hypothesis 3.1: There is a lack of consensus between the expectations of faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program on the items in the task area of "Evaluation."

Table LVIII indicates that there is no significant difference between the expectations of the sub-groups of faculty consultants on any of the items in this task area. The findings of the study, therefore, do not support Hypothesis 3.1 as it relates to the items in this task area; and the conclusion is that there is consensus between faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program on all of the expectation items for the role of the cooperating teacher in the task area of "Evaluation."

TABLE LVIII

D_{max} AND SIGNIFICANCE LEVEL FOR BETWEEN SUB-GROUP COMPARISON
OF EXPECTATIONS FOR THE TASK AREA OF "EVALUATION"

Item No.	FACULTY CONSULTANTS		STUDENT TEACHERS		COOPERATING TEACHERS			
	D_{max}	Level of Sig.	D_{max}	Level of Sig.	E-JH		E-SH	
					D_{max}	Level of Sig.	D_{max}	Level of Sig.
35	.093	NS	0.021	NS	0.138	NS	0.079	NS
36	0.089	NS	0.037	NS	0.056	NS	0.145	NS
37	0.224	NS	0.078	NS	0.196	NS	0.096	NS
38	0.038	NS	0.102	NS	0.224	NS	0.086	NS
39	0.234	NS	0.058	NS	0.204	NS	0.276	NS
40	0.190	NS	0.133	NS	0.150	NS	0.123	NS
41	0.153	NS	0.080	NS	0.129	NS	0.261	NS
42	0.125	NS	0.097	NS	0.142	NS	0.048	NS
					0.216	NS	0.135	NS
					0.168	NS	0.139	NS
					0.264	NS	0.097	NS
					0.222	NS	0.160	NS

NS: Not Significant

E-JH: Elementary Level and Junior High School level cooperating teachers

E-SH: Elementary level and Senior High School level cooperating teachers

Critical Values of D_{max} for Faculty Consultants: .05 level = .3684, .01 level = .4415

Critical Values of D_{max} for Student Teachers: .05 level = .2223, .01 level = .2665

Critical Values for Elementary and Junior High

School level cooperating teachers:

.05 level = .3144, .01 level = .3668

Critical Values for Elementary and Senior High

School level cooperating teachers:

.05 level = .3545, .01 level = .4249

Critical Values for Junior High and Senior High

School level cooperating teachers:

.05 level = .3563, .01 level = .4270

Expectations of Student Teachers Enrolled in the Elementary Program and Those Enrolled in the Secondary Program

Hypothesis 3.2: There is a lack of consensus between the expectations of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program on the items in the task area of "Evaluation."

As Table LVIII indicates, there is no significant difference between the expectations of student teachers enrolled in the Elementary and Secondary Programs on any of the items in this task area. The findings of the study, therefore, do not support Hypothesis 3.2 as it relates to the items in this task area; and the conclusion is that there is consensus between the expectations of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program on all of the expectation items for the role of the cooperating teacher in the task area of "Evaluation."

Expectations of Cooperating Teachers Who Teach at the Elementary, the Junior High School, and the Senior High School Level

Hypothesis 3.3: There is a lack of consensus between the expectations of cooperating teachers who teach at the Elementary level, the Junior High School level, and those who teach at the Senior High School level, on the items in the task area of "Evaluation."

As Table LVIII indicates, there are no items in this task area on which there is a significant difference between the expectations of the sub-groups of cooperating teachers. The findings of the study, therefore, do not support Hypothesis 3.3, as it relates to the items in this task area; and the conclusion is that there is consensus between the expectations of cooperating teachers who teach at the

Elementary level, those who teach at the Junior High School level, and those who teach at the Senior High School level, on all of the items for the role of the cooperating teacher in the task area of "Evaluation."

IV. WITHIN-GROUP COMPARISON OF EXPECTATIONS AND PERCEPTIONS

The purpose of this section is to present Hypotheses 4.1, 4.2, and 4.3, as they relate to the task area of "Evaluation," and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the expectations and perceptions of each of the alter-groups on the items of each task area.

The procedure used in the treatment of the hypotheses involved four basic steps which have been described in Chapter IV, Section 4, under the heading of "Within-Group Comparison of Expectations and Perceptions."

The three hypotheses are presented below, followed by a discussion of the findings for the three alter-groups and a summary and conclusion for each of the hypotheses. Table LIX shows the value of chi-square and the level of significance of this value for each of the alter-groups on each of the items in this task area.

Comparison of the Expectations and Perceptions of Faculty Consultants, of Student Teachers, and of Cooperating Teachers

Hypothesis 4.1: There is a significant difference between the expectations and perceptions of faculty consultants on the items of the task area of "Evaluation."

- 4.2: There is a significant difference between the expectations and perceptions of student teachers on the items in the task area of "Evaluation."
- 4.3: There is a significant difference between the expectations and perceptions of cooperating teachers on the items in the task area of "Evaluation."

The values of N shown in parenthesis in the sections which follow indicate the total number of respondents in the particular alter-group who responded YES or NO in Part II of the questionnaire dealing with perceptions of the behavior of the cooperating teacher.

Item 35 of Parts I and II

As Table LIX indicates, there is a significant difference beyond the .001 level between the expectations and perceptions of faculty consultants and student teachers, and at the .05 level between the expectations and perceptions of cooperating teachers on item 35 of Parts I and II, "The cooperating teacher should/does initiate and maintain a regularly scheduled program of planned student teacher-cooperating teacher conferences." Among faculty consultants (N = 55), 96.4 percent expressed agreement with the expectation item, while 34.5 percent reported the cooperating teacher behaving in the manner indicated in the item. Among student teachers (N = 148), 83.8 percent expressed agreement with the item, while only 27.0 percent reported cooperating teachers behaving in the manner indicated in the item. Among cooperating teachers (N = 91), 83.5 percent

TABLE LIX

COMPARISON OF EXPECTATIONS AND PERCEPTIONS OF EACH ALTER-GROUP IN THE TASK AREA OF "EVALUATION"

Item No.	Value of χ^2 and Its Significance Level for Each Alter-Group					
	FC		ST		CT	
35	43.783	.001	94.195	.001	5.786	.05
36	49.733	.001	142.476	.001	10.432	.01
37	8.964	.01	69.477	.001	4.408	.05
38	44.875	.001	148.314	.001	18.924	.001
39	1.820	N.S.	12.192	.001	0.942	N.S.
40	0.029	N.S.	2.113	N.S.	0.186	N.S.
41	23.666	.001	40.345	.001	19.607	.001
42	47.788	.001	102.452	.001	11.849	.001

FC = Faculty Consultant, ST = Student Teacher, CT = Cooperating Teacher

Critical Values of chi-square:

.05 level	=	3.84
.01 level	=	6.64
.001 level	=	10.83

expressed agreement with the expectation item, while 67.0 percent reported initiating and maintaining such conferences with the student teacher.

Item 36 of Parts I and II

As Table LIX indicates, there is a significant difference beyond the .001 level between the expectations and perceptions of faculty consultants and student teachers, and at the .01 level between the expectations and perceptions of cooperating teachers, on item 36 of Parts I and II, "The cooperating teacher should/does help the student teacher develop criteria for self-evaluation." Among faculty consultants (N = 57), 100 percent expressed agreement with the expectation item, while 36.8 percent reported cooperating teachers helping student teachers in this way. Among student teachers (N = 154), 94.8 percent expressed agreement with the expectation item, while only 27.9 percent reported cooperating teachers helping them develop such self-evaluative criteria. Among cooperating teachers (N = 90), 97.8 percent expressed agreement with the expectation item, while 82.2 percent reported helping student teachers develop criteria for self-evaluation.

Item 37 of Parts I and II

As Table LIX indicates, there is a significant difference at the .01 level between the expectations of faculty consultants, at the .001 level between the expectations and perceptions of student teachers,

and at the .05 level between expectations and perceptions of cooperating teachers, on item 37 of Parts I and II, "The cooperating teacher should/does write a short evaluation of each lesson taught by the student teacher." Among faculty consultants (N = 71), 91.5 percent expressed agreement with the expectation item, while 70.4 percent reported such written evaluations by the cooperating teacher. Among student teachers (N = 149), 97.3 percent expressed agreement with the expectation item, while 55.7 percent reported these written evaluations by the cooperating teacher. Among cooperating teachers (N=99), 80.8 percent expressed agreement with the expectation item, while 66.8 percent reported writing short evaluations of each lesson taught by the student teacher.

Item 38 of Parts I and II

As indicated in Table LIX there is a significant difference at the .001 level between the expectations and perceptions of all three alter-groups on item 38 of Parts I and II, "The cooperating teacher should/does inform the student teacher at the beginning of the round the criteria on which his final written evaluation will be based." Among faculty consultants (N = 47), 93.6 percent expressed agreement with the expectation item, while only 23.4 percent reported the cooperating teacher behaving in this manner. Among student teachers (N = 149), 87.9 percent expressed agreement with the expectation item, while only 16.8 percent reported that cooperating teachers informed them of these criteria. Among cooperating teachers (N = 92), 81.5 percent

expressed agreement with the expectation item, while 50.0 percent reported informing the student teacher of these criteria.

Item 39 of Parts I and II

As Table LIX indicates, there is a significant difference at the .001 level between the expectations and perceptions of student teachers on item 39 of Parts I and II, "The cooperating teacher should/does consult with the principal and/or department head in preparing the final written evaluation of the student teacher for the Faculty of Education," but there is no significant difference between the expectations and perceptions of faculty consultants or of cooperating teachers on this item. Among student teachers (N = 77), only 39.0 percent expressed agreement with the expectation item, while 13.0 percent reported cooperating teachers behaving in the manner indicated in the item. Among faculty consultants (N = 38), 31.6 percent expressed agreement with the expectation item, while 15.8 percent reported conformance with it by the cooperating teacher. Among cooperating teachers (N = 95), 31.6 percent, as well, expressed agreement with the expectation item, while 24.2 percent reported consulting principals and/or department heads in preparing final written evaluations of the student teacher for the Faculty of Education.

Item 40 of Parts I and II

As Table LIX indicates, there is no significant difference

between the expectations and perceptions of any of the three alter-groups on item 40 of Parts I and II, "The cooperating teacher should/does consult with the faculty consultant in preparing the final written evaluation of the student teacher for the Department of Education." On this item, all three alter-groups showed an almost complete lack of consensus within groups on whether the cooperating teacher should or should not consult with the faculty consultant in preparing the final evaluation of the student teacher. Approximately one-half of each of the alter-groups expressed agreement with the expectation. At the same time, approximately one-half of each of the alter-groups reported the cooperating teacher behaving in the manner indicated in the expectation item.

Item 41 of Parts I and II

As Table LIX indicates, there is a significant difference at the .001 level between the expectations and perceptions of each of the alter-groups on item 41 of Parts I and II, "The cooperating teacher should/does recommend transfer of a student teacher to another cooperating teacher when he thinks necessary." Among faculty consultants (N = 41), 80.5 percent expressed agreement with the expectation item, while 24.4 percent reported this behavior by the cooperating teacher. Among student teachers (N = 59), 71.1 percent expressed agreement with the expectation item, while 11.9 percent reported this behavior by the cooperating teacher. Among cooperating

teachers (N = 65), 76.9 percent expressed agreement with the expectation item, while 36.9 percent reported recommending such transfers of student teachers.

Item 42 of Parts I and II

As Table LIX indicates, there is a significant difference at the .001 level between the expectations and perceptions of each of the three alter-groups on item 42 of Parts I and II, "The cooperating teacher should/does plan an agenda for scheduled conferences with the student teacher." Among faculty consultants (N = 50), 94.0 percent expressed agreement with the expectation item, while only 24.0 percent reported this behavior by the cooperating teacher. Among student teachers (N = 148), 77.7 percent expressed agreement with the expectation item, while only 18.2 percent reported the cooperating teacher planning an agenda for these conferences. Among cooperating teachers (N = 90), 67.8 percent expressed agreement with the expectation item, while 41.1 percent reported planning agendas for scheduled conference with the student teacher.

Summary and Conclusions

The findings of the study, therefore, support Hypothesis 4.1 as it relates to items 35, 36, 37, 38, 41, and 42 of this task area; and the conclusion is that there is a significant difference at the

accepted level of significance, or beyond, between the expectations and perceptions of faculty consultants on items 35, 36, 37, 38, 41, and 42 in the task area of "Evaluation."

The findings of the study, therefore, support Hypothesis 4.2 as it relates to items 35, 36, 37, 38, 39, 41, and 42 in this task area; and the conclusion is that there is a significant difference at the accepted level of significance, or beyond, between the expectations and perceptions of student teachers on items 35, 36, 37, 38, 39, 41 and 42 in the task area of "Evaluation."

Finally, the findings of the study, therefore, support Hypothesis 4.3 as it relates to items 35, 36, 37, 38, 41, and 42 in this task area; and the conclusion is that there is a significant difference at the accepted level of significance, or beyond, between the expectations and perceptions of cooperating teachers on items 35, 36, 37, 38, 41, and 42 in the task area of "Evaluation."

V. BETWEEN-GROUP COMPARISON OF PERCEPTIONS

The purpose of this section is to present Hypotheses 5.1, 5.2, and 5.3, as they relate to the task area of "Evaluation," and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the perceptions of the three possible pairs of alter-groups regarding the behavior of the cooperating teacher on the items in this task area.

The treatment of the hypotheses involved three basic steps which have been described in Chapter IV, Section 4, under the heading "Between-Group Comparison of Perceptions." The value of chi-square and the level of significance of this value for each of the items in this task area for each of the pairs of alter-groups is shown in Table LX.

The three hypotheses are presented below, followed by a discussion of the findings for each of the pairs of alter-groups and a summary and conclusion for each of the hypotheses.

Comparison of the Perceptions of Faculty Consultants and Student Teachers

Hypothesis 5.1: There is a significant difference between the perceptions of faculty consultants and student teachers regarding the behavior of the cooperating teacher on the items in the task area of "Evaluation."

Table LX indicates that there are no significant differences between the perception responses of faculty consultants and student teachers on any of the items in the task area of "Evaluation." The only item on which the difference in perception responses of these two alter-groups approaches significance at the .05 level is on item 37. On this item, 70.4 percent of the faculty consultants (N = 71) reported observing that the cooperating teacher "writes a short evaluation of each lesson taught by the student teacher," while 55.7 percent of the student teachers (N = 149) reported observing this behavior in cooperating teachers.

TABLE IX

COMPARISON OF THE PERCEPTION RESPONSES OF EACH OF THE PAIRS OF
ALTER-GROUPS FOR THE TASK AREA OF "EVALUATION"

Item No.	Values of χ^2 and Levels of Significance for Compared Groups					
	FC - ST		FC - CT		ST - CT	
35	0.666	N.S.	25.319	.01	35.343	.01+
36	1.032	N.S.	33.144	.01+	69.375	.01+
37	3.617	N.S.	0.005	N.S.	3.521	N.S.
38	0.512	N.S.	8.699	.01	29.259	.01+
39	0.022	N.S.	0.600	N.S.	2.677	N.S.
40	2.714	N.S.	0.972	N.S.	0.412	N.S.
41	1.875	N.S.	1.409	N.S.	9.386	.01
42	0.350	N.S.	3.086	N.S.	12.191	.01+

Critical Values of chi-square: .05 level = 3.84
 .01 level = 6.64
 .001 level = 10.83

+ indicates the significance level is well beyond that indicated.

The findings of the study, therefore, do not support Hypothesis 5.1 as it relates to the items in this task area; and the conclusion is that there is no significant difference between the perceptions of faculty consultants and student teachers regarding the behavior of the cooperating teacher on any of the items in the task area of "Evaluation."

Comparison of the Perceptions of Faculty Consultants and Cooperating Teachers

Hypothesis 5.2: There is a significant difference between the perceptions of faculty consultants and cooperating teachers regarding the behavior of the cooperating teacher on the items in the task area of "Evaluation."

As Table LX indicates, there is a significant difference at the .01 level between the perception responses of faculty consultants and cooperating teachers on items 35, 36, and 38 of this task area. On item 35, 67.0 percent of the cooperating teachers (N = 91) reported that they "initiate and maintain a regularly scheduled program of planned student teacher-cooperating teacher conferences," while 34.5 percent of the faculty consultants (N = 55) reported observing the cooperating teachers behave in this way. On item 36, 82.2 percent of the cooperating teachers (N = 90) reported that they "help the student teacher develop a criteria for self-evaluation," while 36.8 percent of the faculty consultants (N = 57) reported observing cooperating teachers behave in this way. On item 38, 50.0 percent of the cooperating teachers (N = 92) reported they they "inform

the student teacher at the beginning of the round the criteria on which his final written evaluation of the student teacher for the Faculty of Education will be based," while 23.4 percent of the faculty consultants (N = 47) report observing cooperating teachers behave in this way.

The findings of the study, therefore, support Hypothesis 5.2 as it relates to items 35, 36, and 38 of this task area; and the conclusion is that there is a significant difference at the accepted level of significance, or beyond, between the perceptions of faculty consultants and cooperating teachers regarding the behavior of the cooperating teacher, on items 35, 36, and 38 of the task area of "Evaluation."

Comparison of the Perceptions of Student Teachers and Cooperating Teachers

Hypothesis 5.3: There is a significant difference between the perceptions of student teachers and cooperating teachers regarding the behavior of the cooperating teacher on the items in the task area of "Evaluation."

As Table LX indicates, there is a significant difference beyond the .01 level between the perception responses of student teachers and cooperating teachers on items 35, 36, 38, 41, and 42 of this task area. On item 35, 67.0 percent of the cooperating teachers (N = 91) reported that they "initiate and maintain a regularly scheduled program of planned student teacher-cooperating

teacher conferences," while 27.0 percent of the student teachers (N = 148) reported observing cooperating teachers behave in this way. On item 36, 82.2 percent of the cooperating teachers (N = 90) reported that they "help the student teacher develop a criteria for self-evaluation," while 27.9 percent of the student teachers (N = 154) reported this behavior on the part of the cooperating teacher. On item 38, 50.0 percent of the cooperating teachers (N = 92) reported that they "inform the student teacher at the beginning of the round the criteria on which his final written evaluation of the student teacher for the Faculty of Education will be based," while 16.8 percent of the student teachers (N = 149) reported this behavior on the part of the cooperating teacher.

On item 41, 36.9 percent of the cooperating teachers (N = 65) reported that they "recommend transfer of the student teacher to another cooperating teacher if they think necessary," while 11.9 percent of the student teachers (N = 59) reported this behavior on the part of the cooperating teacher. The relatively small proportion of the total possible number of student teachers and cooperating teachers who responded to the item might indicate that the transfer of a student teacher was not a common occurrence.

On item 41, 41.1 percent of the cooperating teachers (N = 90) reported that they "plan an agenda for scheduled conferences with the student teacher," while only 18.2 percent of the student teachers (N = 148) reported observing the cooperating teacher behave in this way.

The findings of the study, therefore, support Hypothesis 5.3 as it relates to items 35, 36, 38, 41, and 42 on this task area; and the conclusion is that there is a significant difference beyond the accepted level of significance, between the perceptions of student teachers and cooperating teachers for the role of the cooperating teacher, on items 35, 36, 38, 41, and 42 in the task area of "Evaluation."

VI. BETWEEN SUB-GROUP COMPARISON OF PERCEPTIONS

The purpose of this chapter is to present hypotheses 6.1, 6.2, and 6.3, as they relate to the items in the task area of "Evaluation," and to discuss the findings.

In general, it was hypothesized that there is a significant difference between the perceptions of the sub-groups in each of the alter-groups on each of the items of each task area. The treatment of the hypotheses involved the three basic steps described in Chapter IV under the section dealing with between sub-group comparison of perceptions.

The three hypotheses are presented below, followed by a discussion of the findings for the pairs of sub-groups. Table LXI shows the value of chi-square and the level of significance of this value for each of the pairs of compared sub-groups for each of the items in this task area.

TABLE LXI

BETWEEN SUB-GROUP COMPARISON OF PERCEPTIONS
FOR THE TASK AREA OF "EVALUATION"

Item No.	FACULTY CONSULTANTS				STUDENT TEACHERS				COOPERATING TEACHERS					
	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	χ^2 and Level of Sig.	Sub-Group	Yes	No	Compared Groups E/JH E/SH	JH/SH	
35	EP SP	4 15	11 25	0.188 NS	EP SP	16 25	43 65	0.010 NS	E JH SH	25 21 16	10 12 8	0.182 NS	0.010 NS	0.002 NS
36	EP SP	4 17	10 10	3.096 NS	EP SP	17 27	46 65	0.019 NS	E JH SH	29 28 19	7 14 3	1.260 NS	0.001 NS	1.950 NS
37	EP SP	11 39	7 14	0.494 NS	EP SP	34 50	27 39	0.013 NS	E JH SH	30 24 14	8 13 10	1.212 NS	2.116 NS	0.059 NS
38	EP SP	6 5	7 29	3.582 NS	EP SP	12 14	49 75	0.166 NS	E JH SH	21 15 11	15 17 13	0.492 NS	0.472 NS	0.037 NS

LEGEND: NS:Not Significant, EP:Elementary Program, SP:Secondary Program, E:Elementary Level, JH:Junior High School Level, SH:Senior High School Level, /:Compared With.

Comparison of the Perceptions of Sub-Groups of Faculty Consultants,
Student Teachers and Cooperating Teachers

- Hypothesis 6.1: There is a significant difference between the perceptions of the behavior of the cooperating teacher as reported by faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program, for the items in the task area of "Evaluation."
- 6.2: There is a significant difference between the perceptions of the behavior of the cooperating teacher as reported by student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program, for the items in the task area of "Evaluation."
- 6.3: There is a significant difference between the self-perceptions of their behavior as cooperating teachers as reported by those who teach at the Elementary level, those who teach at the Junior High School level, and those who teach at the Senior High School level, on the items in the task area of "Evaluation."

As Table LXI indicates there are no items in this task area on which there is a significant difference between the perceptions of the sub-groups of faculty consultants. The findings of the study, therefore, do not support Hypothesis 6.1 as it relates to the items in this task area; and the conclusion is that there is no significant difference between the perceptions of faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program for the behavior of the cooperating teacher, on any of the items in the task area of "Evaluation."

As Table LXI indicates, there are no items in this task area on which there is a significant difference between the perceptions of the sub-groups of faculty consultants. The findings of the study, therefore, do not support Hypothesis 6.2 as it relates to the items in this

task area; and the conclusion is that there is no significant difference between the perceptions of student teachers enrolled in the Elementary program and those enrolled in the Secondary Program for the behavior of the cooperating teacher, on any of the items in the task area of "Evaluation."

As Table LXI indicates, there are no items in this task area on which there is a significant difference between the self-perceptions of the sub-groups of cooperating teachers. The findings of this study, therefore, do not support Hypothesis 6.3 as it relates to the items in this task area; and the conclusion is that there is no significant difference in the self-perceptions of cooperating teachers regarding their behavior as cooperating teachers as reported by those who teach at the Elementary level, those who teach at the Junior High School level, and those who teach at the Senior High School level, on any of the items in the task area of "Evaluation."

CHAPTER XI

REVIEW OF THE PROBLEM, CONCLUSIONS, AND IMPLICATIONS

I. REVIEW OF THE PROBLEM

The literature on student teaching indicates a need for studies of the roles of the student teacher, the cooperating teacher and the supervisor in which attention is given to the interactive process in the light of recent role theory. At the same time research has shown that there is an inverse relationship between role conflict and efficiency and that ineffectiveness in the performance of a role is clearly related to the degree of personal involvement in role conflict. It has also been demonstrated that the morale of an actor and the level of satisfaction he experiences are directly related to the degree of freedom from role conflict in his situation.

Increasing enrollments in programs of teacher education place increasing demands upon school systems which cooperate in the student teaching programs for their professional, material, economic and pupil resources. At the same time, administrators of the teacher training programs and of the cooperating school systems must continually face the problem of increasing the effectiveness and efficiency of the programs themselves.

A study which might help clarify the role of the cooperating teacher could possibly help maximize the benefits of the student teaching programs and minimize the various costs involved.

The present study was undertaken to analyse the expectations and perceptions of the role and behavior of the cooperating teacher using as alter-groups faculty consultants, student teachers connected with the University of Alberta, and cooperating teachers from the Edmonton Public and the Edmonton Separate School Systems which cooperate with the Division of Student Teaching of the Faculty of Education, University of Alberta.

A questionnaire was sent to each of these alter-groups in order to determine the expectations and perceptions of these groups for the role and behavior of the cooperating teacher. Usable questionnaires were returned by 74 faculty consultants, 155 student teachers and 99 cooperating teachers. Various statistical tests were applied to determine (1) consensus within alter-groups, and (2) consensus between alter-group and between sub-groups of each alter-group. Other statistical procedures were used to (1) compare expectations and perceptions within each alter-group, and (2) to compare perceptions between pairs of alter-groups and between sub-groups of each of the alter-groups. Expectations and perceptions which were significantly different were examined and discussed briefly in terms of variance, means or percentage distributions of responses in order to indicate the strength and/or the direction of the difference.

II. CONCLUSIONS

The ranks of variance scores were used to indicate the relative degree of consensus of an alter-group for the items in each

task area. Considering all forty-two expectation items for all three alter-groups the following results were obtained:

(1) The variance scores of faculty consultants ranged from a relatively high consensus score of .4225 on item 7 to a relatively low consensus score of 2.5600 on item 22. The variance scores of faculty consultants were less than .5000 on 3 items; they were between .5000 and .9999 on 9 items; they were between 1.000 and 1.4999 on 12 items; between 1.5000 and 1.9999 on 8 items; between 2.000 and 2.490 on 8 items; and between 2.500 and 2.999 on two of the items. When the overall distribution of variance scores for faculty consultants is examined it is found that their socres were less than .5000 on 4 items; they were between .5000 and .9999 on 8 of the items; they were between 1.0000 and 1.4999 on 21 of the items; and were between 2.5000 and 2.9999 on 1 of the items.

(2) The variance scores of the student teachers ranged from a relatively high consensus score of .2809 on item 27 to a relatively low consensus score of 3.2400 on item 23. The variance scores of student teachers were less than .5000 on 1 item; they were between .5000 and .9999 on 11 of the items; they were between 1.000 and 1.9999 on 20 of the items; they were between 2.0000 and 2.4999 on 8 of the items; they were between 2.5000 and 2.9999 on 1 item; and on 1 item the variance score was above 3.0000.

(3) The variance scores of cooperating teachers ranged from a relatively high consensus score of .3136 on item 31 to a relatively low consensus score of 2.5921 on item 40. Cooperating teachers had a variance score less than .5000 on 1 item; they had

a variance score between .5000 and .9999 on 11 of the items; they had a score between 1.0000 and 1.9999 on 24 of the items; they had a score between 2.0000 and 2.4999 on 4 of the items; and they had a score between 2.5000 and 2.9999 on 2 of the items.

The findings of the study generally supported the basic hypothesis that each alter-group would exhibit different degrees of consensus on the items within each of the task areas, and as can be seen above, each of the alter-groups demonstrated a relatively wide range of consensus over the forty-two expectation items.

The Kolmogorov-Smirnov two-sample test was used to test for significant differences between the expectations of alter-groups on each of the forty-two expectation items.

The findings of the study indicated there was a significant difference between the expectations of faculty consultants and student teachers on five of the forty-two items. These were items 7, 12, 23, 27, and 35.

The findings of the study indicated there were significant differences between the expectations of faculty consultants and cooperating teachers on nine of the forty-two items. The items were 7, 8, 10, 12, 23, 33, 35, 38, and 42.

The findings of the study indicated that there were significant differences between the expectations of student teachers and cooperating teachers on six of the forty-two items. These were items 3, 10, 24, 37, 38, and 39.

The findings of the study, therefore, generally supported basic hypothesis that there was a lack of consensus between expectations of alter-groups for the role of the cooperating teacher.

The Kolmogorov-Smirnov two-sample test was also used to test for significant differences between the expectations of the sub-groups of each of the alter-groups.

The findings of the study indicate that there were no significant differences between the expectations of faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program.

The findings of the study indicate that there was a significant difference in the expectations of student teachers enrolled in the Elementary Program and those enrolled in the Secondary Program on items 6, 13, and 34.

The findings of the study indicate that there was a significant difference between the expectations of Elementary and Junior High School level cooperating teachers on item 10, "The cooperating teacher should structure a program which will enable the student teacher to visit and observe other teachers, classrooms and teaching procedures." There was a significant difference on the same item between the expectations and perceptions of Elementary and Senior High School level cooperating teachers.

In general, the findings of the study did not support the basic hypothesis that there would be a lack of consensus in expectations between the sub-groups of each of the alter-groups. On the contrary, they indicate that there is consensus between these sub-groups on almost all of the expectation items.

Differences between expectations and perceptions of each of the alter-groups were tested by means of the chi-square test in 2 X 2 contingency tables after dichotomizing the expectation responses, eliminating the Cannot Answer responses and using only paired expectation and perception responses.

The study revealed significant differences between the expectations and perceptions of faculty consultants on thirty of the forty-two items. It revealed significant differences between the expectations and perceptions of student teachers on thirty-four of the forty-two items; and it revealed significant differences between the expectations and perceptions of cooperating teachers on seventeen of the forty-two items.

There were significant differences between the expectations and perceptions of all three alter-groups on seventeen of the forty-two items. These were items 1, 2, 4, 5, 7, 8, 10, 11, 12, 17, 34, 35, 36, 37, 38, 41, and 42.

There were significant differences between the expectations and perceptions of faculty consultants and student teachers--but not of the cooperating teachers--on twelve of the forty-two items. These were items 3, 6, 9, 15, 16, 18, 22, 23, 25, 26, 31, and 32.

There was a significant difference between the expectations and perceptions of faculty consultants--but not of student teachers or of cooperating teachers--on only one of the forty-two items. This was item 28.

There was a significant difference between the expectations and perceptions of student teachers -- but not of faculty consultants or cooperating teachers on six of the forty-two items. These were items 14, 19, 24, 27, 30, and 39.

There were only six items of the forty-two on which none of the alter-groups revealed significant differences between their expectations and their perceptions. These were items 13, 20, 21, 29, 33, and 40.

In general, in terms of the number of items on which there were significant differences between expectations and perceptions, the behavior of cooperating teachers came furthest from meeting the expectations of faculty consultants; second in meeting the expectations of student teachers; and it came closest to meeting the expectations of the cooperating teachers themselves, although even here there were seventeen items on which there were significant differences between the expectations and perceptions.

The chi-square test in contingency tables was also used to test for between-group differences in perceptions of the alter-groups.

The study revealed significant differences in the perceptions of faculty consultants and student teachers on seven of the forty-two perception items. These were items 7, 12, 13, 14, 20, 24, and 28.

The study revealed significant differences between the perceptions of faculty consultants and cooperating teachers on twenty-one of the forty-two perception items in the study. These were

items 1, 2, 7, 8, 9, 10, 15, 16, 18, 20, 21, 22, 23, 28, 30, 31, 33, 34, 35, 36, and 38.

The study also revealed significant differences between the perceptions of student teachers and cooperating teachers on twenty-nine of the forty-two perception items in the study. These were all of the first sixteen items plus items 18, 20, 22, 23, 25, 26, 27, 29, 30, 31, 35, 36, 38, 41, and 42.

In general, the perceptions of faculty consultants and student teachers were significantly different on the fewest number of items. The greatest number of significant differences in perceptions appeared between the student teachers and the cooperating teachers. The perceptions of faculty consultants and student teachers tended to agree with and support each other; while at the same time they tended to differ from those of the cooperating teachers.

The chi-square test in contingency tables was also used to test for significant differences in the perceptions of the subgroups of each of the alter-groups.

The study revealed that there were no significant differences between the perceptions of faculty consultants engaged in the Elementary Program and those engaged in the Secondary Program on any of the forty-two perception items in the questionnaire.

The study revealed that there were significant differences between the perceptions of student teachers enrolled in the Elementary Program and those engaged in the Secondary Program on eight of

the forty-two perception items in the study. These were items 8, 9, 10, 13, 14, 25, 26, and 27.

The study revealed significant differences between the perceptions of Elementary and Junior High School level cooperating teachers on items 10 and 22. It revealed significant differences between the perceptions of Elementary and Senior High School level cooperating teachers on items 1, 9, and 22; and between Junior High School and Senior High School level cooperating teachers on item 30.

In general, there were more differences in the perceptions of the sub-groups of the student teachers than between the sub-groups of faculty consultants or of cooperating teachers.

III. IMPLICATIONS

The findings and conclusions of this study appear to have some implications for the administrators and other personnel connected with the teacher education program in general and the student teaching program in particular, both in the University of Alberta, and in the Edmonton Public and Edmonton Separate School Systems which cooperate in the student teaching program. While the findings and conclusions may have implications for other teacher training programs in and out of the province, the author does not wish to generalize beyond the particular system in which the study was carried out.

The range of variance scores of each alter-group on the forty-two expectation items indicates that there is a relatively wide range of consensus within each of the alter-groups as to their expectations for the role of the cooperating teacher. If a higher relative degree of consensus within alter-groups is felt to be desirable in terms of increasing the effectiveness or efficiency of the student teaching program, then a further study of consensus of expectations within these alter-groups is indicated to determine the reasons for the lack of consensus and to suggest ways of achieving greater consensus.

The study indicates that there is possible conflict in expectations between faculty consultants, student teachers and cooperating teachers for the role of the cooperating teacher on a number of items. The study did not try to determine in any way whether the cooperating teacher perceived these conflicting expectations or whether, if perceived, these were in any way affecting the effectiveness or efficiency of the cooperating teacher. These findings suggest a need for further investigation into the conflicting expectations for the role of the cooperating teacher and if it is felt desirable, to look for ways of arriving at a greater degree of congruence of expectations in these three alter-groups.

The findings of the study indicate that on a rather large proportion of the forty-two items there were significant differences between the expectations and the perceptions of the alter-groups.

There were only six items on which none of the alter-groups showed a significant difference in this regard. The study would indicate that on many items the perceived behavior of the cooperating teacher was not in accord with the expectations of the alter-group. The findings and conclusions of the study imply a need for further study to provide validation of these findings and, if it is felt desirable, to investigate causes for the differences between expectations and perceptions and to suggest ways of bringing them into accord.

The findings of the study also imply a need for further study of the differences in the perceptions of faculty consultants, student teachers and cooperating teachers for the behavior of the cooperating teacher. The perceptions of faculty consultants and student teachers tended to parallel each other on all but seven of the forty-two items, while the perceptions of faculty consultants and student teachers tended to differ from those of cooperating teachers on one-half or more of the forty-two items. These findings indicate a need for further investigation into these differences between the perceptions of these alter-groups and their possible effect on the effectiveness of the student teaching experience.

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APPENDICES

APPENDIX A

COPY OF LETTER SENT TO FACULTY CONSULTANTS, STUDENT TEACHERS
AND COOPERATING TEACHERS

10805 - 79 Avenue
Edmonton, Alberta

Dear Cooperating Teacher:

The accompanying questionnaire deals with a study I am conducting as a graduate student in the Department of Educational Administration at the University of Alberta.

The research project is concerned with determining expectations for the role of the cooperating teacher and with determining the observed or reported behavior of the cooperating teacher. The project is NOT meant in any way to try to evaluate the performance of the cooperating teacher. It is felt that comparison of the expectations for the role of the cooperating teacher and of the observed or reported behavior of the cooperating teacher will result in a better understanding and definition of the role of the cooperating teacher in the teacher education program.

Mr. H. A. MacNeil, Superintendent of the Edmonton Separate School Board, has kindly given his permission to send this questionnaire to the thirty-five teachers in the random sample of cooperating teachers in the Edmonton Separate School System.

Permission has also been received from Dr. Earl, Director of the Division of Student Teaching, who is acquainted with the nature of the study.

I do hope that you will be able to find time in the next few days to complete the questionnaire and in this way contribute to this study on the role of the cooperating teacher.

When you have completed the questionnaire please return it in the envelope provided by dropping it into your mail service.

Your completion of the questionnaire at the earliest possible date would be greatly appreciated.

10805 - 79 Avenue
Edmonton, Alberta

Dear Student Teacher or Faculty Consultant:

The accompanying questionnaire deals with a study I am conducting as a graduate student in the Department of Educational Administration at the University of Alberta.

The research project is concerned with determining expectations for the role of the cooperating teacher and with determining the observed or reported behavior of the cooperating teacher. The project is NOT meant in any way to try to evaluate the performance of the cooperating teacher. It is felt that comparison of the expectations for the role of the cooperating teacher and of the observed or reported behavior of the cooperating teacher will result in a better understanding and definition of the role of the cooperating teacher in the teacher education program.

Dr. Coutts, Dean of the Faculty of Education, has kindly given permission to distribute the questionnaire to the Faculty Consultants and to the Student Teachers in the random sample.

Permission has also been received from Dr. Earl, Director of the Division of Student Teaching, who is acquainted with the nature of the study.

When you have completed the questionnaire please return it in the envelope provided by dropping it into your nearest interdepartmental or regular mail service or by leaving it in the box provided outside the Student Teaching Office.

Your immediate completion of the questionnaire will be greatly appreciated.

10805 - 79 Avenue
Edmonton, Alberta
April 29, 1966

Dear Cooperating Teacher:

The accompanying questionnaire deals with a study I am conducting as a graduate student in the Department of Educational Administration at the University of Alberta.

The research project is concerned with determining expectations for the role of the cooperating teacher and with determining the observed or reported behavior of the cooperating teacher. The project is NOT meant in any way to try to evaluate the performance of the cooperating teacher. It is felt that comparison of the expectations for the role of the cooperating teacher and of the observed or reported behavior of the cooperating teacher will result in a better understanding and definition of the role of the cooperating teacher in the teacher education program.

Mr. T. D. Baker, Deputy Superintendent of the Edmonton Public School Board, has kindly given his permission to send this questionnaire to the one hundred and fifteen teachers in the random sample of cooperating teachers in the Edmonton Public School System.

Permission has also been received from Dr. S. A. Earl, Director of the Division of Student Teaching, who is acquainted with the nature of the study.

I do hope that you will be able to find time in the next few days to complete the questionnaire and in this way contribute to this study on the role of the cooperating teacher.

When you have completed the questionnaire please return it in the envelope provided by dropping it into your mail service.

Your completion of the questionnaire at the earliest possible date would be greatly appreciated.

10805 - 79 Avenue
Edmonton, Alberta
May 16, 1966

Dear Cooperating Teacher:

Please excuse this intrusion at a time when you are so busy with your end of year activities and summer plans.

To date approximately forty per cent of the one hundred and fifty questionnaires regarding expectations and perceptions for the role of the cooperating teacher have been returned. While this is a very gratifying return considering the length of time since the questionnaires were mailed out the number of returns is still too low to be able to proceed with the study.

I have set June 30 as a target date for completing the first draft of the thesis and hope that I can get a sufficient number of returns in during the next two weeks to be able to proceed with the study.

If the questionnaire sent to you was among those returned, I would like to thank you for taking the time and effort to complete and return the instrument.

If you have not, as yet, been able to find the time to complete and return the questionnaire, I hope you will be able to do within the next few days. Your help in this regard will be most appreciated.

APPENDIX B

QUESTIONNAIRE

QUESTIONNAIRE
 EXPECTATIONS AND PERCEPTIONS OF FACULTY CONSULTANTS,
 COOPERATING TEACHERS AND STUDENT TEACHERS FOR THE ROLE
 OF THE COOPERATING TEACHER

Part I of this questionnaire concerns EXPECTATIONS which may be held for the behavior of a cooperating teacher in relation to his work with a student teacher.

Please read each item carefully and indicate whether you STRONGLY AGREE, AGREE, MILDLY AGREE, MILDLY DISAGREE, DISAGREE OR STRONGLY DISAGREE by encircling one of the responses provided. You are asked to respond to every item.

I. ORIENTATION

	STRONGLY AGREE	AGREE	MILDLY AGREE	MILDLY DISAGREE	DISAGREE	STRONGLY DISAGREE
	SA:	A:	MA:	MD:	D:	SD:
The cooperating teacher <u>should</u> provide an opportunity for the student teacher to become acquainted with the following:						
1. Most of the physical aspects of the school.	SA	A	MA	MD	D	SD
2. The basic philosophy or objectives of the school.	SA	A	MA	MD	D	SD
3. The basic operating procedures or policies of the school and/or the school system.	SA	A	MA	MD	D	SD
4. Some aspects of the teachers' professional organization, e.g. activities of the teachers' local or sub-local organization.	SA	A	MA	MD	D	SD
5. General aspects of the community being served by the school.	SA	A	MA	MD	D	SD
6. Scholastic records of pupils with whom he will be working.	SA	A	MA	MD	D	SD

II. DIRECTED OBSERVATION

The cooperating teacher should:

CIRCLE ONE OF:

- | | | | | | | |
|---|----|---|----|----|---|----|
| 7. During the early part of a student teaching round, <u>discuss</u> with the student teacher the purpose, plan, etc. of lessons to be taught by the cooperating teacher which are to be observed by the student teacher. | SA | A | MA | MD | D | SD |
| 8. <u>Evaluate</u> jointly with the student teacher the lessons he has observed being taught by the cooperating teacher. | SA | A | MA | MD | D | SD |
| 9. <u>Encourage</u> the student teacher to <u>constructively</u> criticize the lessons the student teacher has observed. | SA | A | MA | MD | D | SD |
| 10. <u>Structure</u> a program which will enable the student teacher to visit and observe other teachers, classrooms, and teaching procedures. | SA | A | MA | MD | D | SD |
| 11. <u>Indicate</u> to the student teacher relationships between educational theory and selection of appropriate content. | SA | A | MA | MD | D | SD |
| 12. <u>Assist</u> the student teacher to develop some systematic record of observation. | SA | A | MA | MD | D | SD |

III. PLANNED PARTICIPATION

The cooperating teacher should:

- | | | | | | | |
|---|----|---|----|----|---|----|
| 13. <u>Require</u> the student teacher to begin assuming some routine classroom duties shortly after the student teachers' arrival in the cooperating school. | SA | A | MA | MD | D | SD |
| 14. In the early part of a student teaching round, <u>arrange</u> for the student teacher to take over a class for part of a lesson; when appropriate to do so. | SA | A | MA | MD | D | SD |
| 15. <u>Accept</u> the student as a "junior partner." | SA | A | MA | MD | D | SD |
| 16. <u>Make</u> the first teaching assignment after a joint evaluation of the class membership. | SA | A | MA | MD | D | SD |

IV. GUIDING THE STUDENT TEACHER IN PLANNING

The cooperating teacher <u>should</u> :		<u>CIRCLE ONE OF:</u>					
17.	<u>Provide</u> a definite form for the lesson plans written by the student teacher.	SA	A	MA	MD	D	SD
18.	<u>Indicate</u> the objectives of a lesson he is assigning to the student teacher to teach.	SA	A	MA	MD	D	SD
19.	<u>Discuss</u> with the student teacher the subject matter of the lesson he is assigning to the student teacher.	SA	A	MA	MD	D	SD
20.	<u>Indicate</u> the material and/or the equipment the student teacher should use in a lesson he is assigning to the student teacher.	SA	A	MA	MD	D	SD
21.	<u>Indicate</u> the plan for the presentation of a lesson he is assigning to the student teacher.	SA	A	MA	MD	D	SD
22.	<u>Approve</u> the student teacher's lesson plan before the student teacher presents the lesson.	SA	A	MA	MD	D	SD
23.	<u>Discuss</u> the student's lesson plan with him before the lesson is taught.	SA	A	MA	MD	D	SD
24.	<u>Allow</u> the student teacher to control both content and method when he is in charge of instruction.	SA	A	MA	MD	D	SD
25.	<u>Review</u> student-made tests before they are administered to pupils.	SA	A	MA	MD	D	SD
26.	<u>Make</u> lesson assignments on a weekly or longer basis.	SA	A	MA	MD	D	SD

V. LESSON PRESENTATION

The cooperating teacher <u>should</u> :							
27.	Occasionally <u>leave</u> the room while the student teacher is in charge of instruction.	SA	A	MA	MD	D	SD
28.	<u>Show</u> more concern for the student teacher's teaching methods than for his subject matter preparation.	SA	A	MA	MD	D	SD
29.	<u>Support</u> the decisions made by the student teacher while the student teacher is teaching even if the student teacher's decisions indicate poor judgment.	SA	A	MA	MD	D	SD

CIRCLE ONE OF:

- | | | | | | | |
|--|----|---|----|----|---|----|
| 30. <u>Show</u> more concern about pupil growth than about the method of instruction used by the student teacher. | SA | A | MA | MD | D | SD |
| | | | | | | |
| 31. <u>Insist</u> that pupils address their questions to the student teacher when the student teacher is in charge of the room. | SA | A | MA | MD | D | SD |
| | | | | | | |
| 32. <u>Demonstrate</u> a teaching technique before permitting the student teacher to attempt it. | SA | A | MA | MD | D | SD |
| | | | | | | |
| 33. <u>Correct</u> immediately gross errors in method or content made by the student teacher. | SA | A | MA | MD | D | SD |
| | | | | | | |
| 34. <u>Allow</u> the student teacher to assume major responsibility for assigning pupil grades related to the subject matter the student teacher has taught. | SA | A | MA | MD | D | SD |

VI. EVALUATION

The cooperating teacher should:

- | | | | | | | |
|---|----|---|----|----|---|----|
| 35. <u>Initiate</u> and <u>maintain</u> a regularly scheduled program of planned student teacher-cooperating teacher conferences. | SA | A | MA | MD | D | SD |
| | | | | | | |
| 36. <u>Help</u> the student teacher develop criteria for self-evaluation. | SA | A | MA | MD | D | SD |
| | | | | | | |
| 37. <u>Write</u> a short evaluation of each lesson taught by the student teacher. | SA | A | MA | MD | D | SD |
| | | | | | | |
| 38. <u>Inform</u> the student teacher at the beginning of the round the criteria on which his final written evaluation will be based. | SA | A | MA | MD | D | SD |
| | | | | | | |
| 39. <u>Consult</u> with the principal and/or department head in preparing the final written evaluation of the student teacher for the Faculty of Education. | SA | A | MA | MD | D | SD |
| | | | | | | |
| 40. <u>Consult</u> with the faculty consultant in preparing the final written evaluation of the student teacher for the Faculty of Education. | SA | A | MA | MD | D | SD |
| | | | | | | |
| 41. <u>Recommend</u> transfer of a student teacher to another cooperating teacher when he thinks necessary. | SA | A | MA | MD | D | SD |
| | | | | | | |
| 42. <u>Plan</u> an agenda for scheduled conferences with the student teacher. | SA | A | MA | MD | D | SD |

PART II

Part II of this questionnaire concerns PERCEPTIONS of the behavior of a cooperating teacher in relation to his work with student teachers.

Please read the appropriate set of directions below to complete this part of the questionnaire.

A. DIRECTIONS FOR FACULTY CONSULTANTS AND STUDENT TEACHERS

If, as a Faculty Consultant or as a student teacher you have observed cooperating teachers on the whole behaving in the manner indicated in the item, circle the YES; if not, circle the NO. If you cannot answer the question circle the CA.

B. DIRECTIONS FOR COOPERATING TEACHERS

If, as a cooperating teacher, you see yourself as having behaved in the manner indicated in the item, circle the YES; if not, circle the NO. If you cannot answer the question circle the CA.

I. ORIENTATION

CIRCLE ONE OF:

The cooperating teacher provides an opportunity for the student teacher to become acquainted with the following:

- | | YES | NO | CANNOT
ANSWER |
|---|-----|----|------------------|
| 1. Most of the physical aspects of the school. | YES | NO | CA |
| 2. The basic philosophy or objectives of the school. | YES | NO | CA |
| 3. The basic operating procedures or policies of the school and/or the school system. | YES | NO | CA |
| 4. Some aspects of the teachers' professional organization, e.g. activities of the teachers' local or sub-local organization. | YES | NO | CA |
| 5. General aspects of the community being served by the school. | YES | NO | CA |
| 6. Scholastic records of students with whom he will be working. | YES | NO | CA |

II. DIRECTED OBSERVATION

- | | | | |
|--|-----|----|----|
| 7. In the early part of a student teaching round the cooperating teacher <u>discusses</u> with the student teacher the purpose, plan, etc. of the lessons to be taught by the cooperating teacher which are to be observed by the student teacher. | YES | NO | CA |
|--|-----|----|----|

- | | | | | |
|-----|--|-----|----|----|
| 8. | The cooperating teacher <u>evaluates</u> jointly with the student teacher the lessons he has observed being taught by the cooperating teacher. | YES | NO | CA |
| 9. | The cooperating teacher <u>encourages</u> the student teacher to constructively criticize the lessons the student teacher has observed. | YES | NO | CA |
| 10. | The cooperating teacher <u>structures</u> a program which enables the student teachers to visit and observe other teachers, classrooms, and teaching procedures. | YES | NO | CA |
| 11. | The cooperating teacher <u>indicates</u> to the student teacher relationships between educational theory and appropriate content. | YES | NO | CA |
| 12. | The cooperating teacher <u>assists</u> the student teacher to develop some systematic record of observations. | YES | NO | CA |

III. PLANNED PARTICIPATION

- | | | | | |
|-----|--|-----|----|----|
| 13. | The cooperating teacher <u>requires</u> the student teacher to assume some routine classroom duties shortly after the student teachers' arrival in the cooperating school. | YES | NO | CA |
| 14. | In the early part of a student teaching round the cooperating teacher <u>arranges</u> for the student teacher to take over a class for part of a lesson when it is appropriate to do so. | YES | NO | CA |
| 15. | The cooperating teacher <u>accepts</u> the student teacher as a "junior partner". | YES | NO | CA |
| 16. | The cooperating teacher <u>makes</u> the first teaching assignment after a joint evaluation of the class membership. | YES | NO | CA |

IV. GUIDING THE STUDENT TEACHER IN PLANNING

- | | | | | |
|-----|--|-----|----|----|
| 17. | The cooperating teacher <u>provides</u> a definite form for the lesson plans written by the student teacher. | YES | NO | CA |
| 18. | The cooperating teacher <u>indicates</u> the objectives of a lesson he is assigning to the student teacher to teach. | YES | NO | CA |
| 19. | The cooperating teacher <u>discusses</u> with the student teacher the subject matter of the lesson he is assigning the student teacher to teach. | YES | NO | CA |

20.	The cooperating teacher <u>indicates</u> the material and/or the equipment the student teacher should use in a lesson he is assigning him to teach.	YES	NO	CA
21.	The cooperating teacher <u>indicates</u> the plan for presentation of a lesson he is assigning the student teacher to teach.	YES	NO	CA
22.	The cooperating teacher <u>approves</u> the student teacher's lesson plan before the student teacher presents the lesson.	YES	NO	CA
23.	The cooperating teacher <u>discusses</u> the student teacher's lesson plan with him before the lesson is taught.	YES	NO	CA
24.	The cooperating teacher <u>allows</u> the student teacher control of both content and method when he is in charge of instruction.	YES	NO	CA
25.	The cooperating teacher <u>reviews</u> student-made tests before they are administered to pupils.	YES	NO	CA
26.	The cooperating teacher <u>makes</u> lesson assignments on a weekly or longer basis.	YES	NO	CA

V. LESSON PRESENTATION

27.	The cooperating teacher occasionally <u>leaves</u> the room while the student teacher is in charge of instruction.	YES	NO	CA
28.	The cooperating teacher <u>shows</u> more concern for the student teacher's methods than for his subject matter preparation.	YES	NO	CA
29.	The cooperating teacher <u>supports</u> decisions made by the student teacher while the student teacher is teaching even if the student teachers' decisions indicate poor judgment.	YES	NO	CA
30.	The cooperating teacher <u>shows</u> more concern about pupil growth than about the method of instruction used by the student teacher.	YES	NO	CA
31.	The cooperating teacher <u>insists</u> that pupils address their questions to the student teacher when the student teacher is in charge of the room.	YES	NO	CA

- | | | | | |
|-----|--|-----|----|----|
| 32. | The cooperating teacher <u>demonstrates</u> a teaching technique before permitting the student teacher to attempt it. | YES | NO | CA |
| 33. | The cooperating teacher <u>corrects</u> immediately gross errors in method or content made by the student teacher. | YES | NO | CA |
| 34. | The cooperating teacher <u>allows</u> the student teacher to assume full responsibility for assigning pupil grades relating to the subject matter that the student teacher has taught. | YES | NO | CA |

VI. EVALUATION

- | | | | | |
|-----|--|-----|----|----|
| 35. | The cooperating teacher <u>initiates</u> and maintains a regularly scheduled program of planned student teacher-cooperating teacher conferences. | YES | NO | CA |
| 36. | The cooperating teacher <u>helps</u> the student teacher develop a criteria for self-evaluation. | YES | NO | CA |
| 37. | The cooperating teacher <u>writes</u> a short evaluation of each lesson taught by the student teacher. | YES | NO | CA |
| 38. | The cooperating teacher <u>informs</u> the student teacher at the beginning of the round the criteria on which his final written evaluation of the student teacher for the Faculty of Education will be based. | YES | NO | CA |
| 39. | The cooperating teacher <u>consults</u> with the department head and/or the principal in preparing the final written evaluation of the student teacher for the Faculty of Education. | YES | NO | CA |
| 40. | The cooperating teacher <u>consults</u> with the faculty consultant in preparing the final written evaluation of the student teacher for the Faculty of Education. | YES | NO | CA |
| 41. | The cooperating teacher <u>recommends</u> transfer of a student teacher to another cooperating teacher if he thinks necessary. | YES | NO | CA |
| 42. | The cooperating teacher <u>plans</u> an agenda for scheduled conferences with the student teacher. | YES | NO | CA |

PLEASE CHECK TO SEE IF YOU HAVE RESPONDED TO EACH ITEM

PERSONAL DATA SHEET

DIRECTIONS:

Please choose the column below which applies to you and circle the appropriate responses in that column.

PERSONAL DATA FOR FACULTY CONSULTANTS	PERSONAL DATA FOR STUDENT TEACHERS	PERSONAL DATA FOR COOPERATING TEACHERS
<p>1. Sex:</p> <p>a. Male b. Female</p>	<p>1. Sex:</p> <p>a. Male b. Female</p>	<p>1. Sex:</p> <p>a. Male b. Female</p>
<p>2. Level of consultation:</p> <p>a. Elementary b. Secondary</p>	<p>2. Registration is in:</p> <p>a. Elementary Program b. Secondary Program</p>	<p>2. Teaching in:</p> <p>a. Elementary School b. Junior High School c. Senior High School</p>
<p>3. Subject area of consultation:</p> <p>_____</p>	<p>3. Subject area specialty:</p> <p>_____</p>	<p>3. Subject area specialty:</p> <p>_____</p>
<p>4. Total years experience as a faculty consultant:</p> <p>_____</p>	<p>4. Qualifications:</p> <p>a. Degree Holder b. Non-Degree Holder (Undergraduate)</p>	<p>4. Year of Teacher Education:</p> <p>a. one b. two c. three d. four e. five f. six g. more than six</p> <p>5. Total years of teaching experience as a cooperating teacher:</p> <p>_____</p> <p>6. Total years of teaching experience:</p> <p>_____</p>

PLEASE CHECK TO SEE THAT YOU HAVE COMPLETED ALL PARTS OF THE QUESTIONNAIRE

APPENDIX C

SUMMARY OF RESPONSES

TABLE LXII

RESPONSE DISTRIBUTIONS ON EXPECTATION ITEMS

QUESTIONNAIRE PART I

ITEM	GROUP	FREQUENCY							\bar{X}	s^2	N
		SA	A	MA	MD	D	SD				
The cooperating teacher should provide an opportunity for the student teacher to become acquainted with the following:											
1.	FC	20	36	13	1	4	0	2.09	.9801	74	
Most of the physical aspects of the school.	ST	53	82	17	2	1	0	1.81	.5329	155	
	CT	36	50	10	0	1	0	1.75	.5184	99	
2.	FC	23	28	17	3	3	0	2.12	1.0690	74	
The basic philosophy or objectives of the school.	ST	44	75	31	4	1	0	1.99	.6400	155	
	CT	18	48	27	2	4	0	2.25	.8281	99	
3.											
The basic operating procedures or policies of the school and/or the school system.	FC	22	37	19	3	3	0	2.03	.9409	74	
	ST	62	63	24	4	2	0	1.85	.7569	155	
	CT	19	61	12	2	5	0	2.12	.8281	99	
4.											
Some aspects of the teachers' professional organization, e.g. activities of the teachers' local or sub-local organization.	FC	2	16	34	12	9	1	3.18	1.0690	74	
	ST	8	48	70	15	13	1	2.87	.9801	155	
	CT	6	19	41	14	19	0	3.21	1.2996	99	

Legend: FC: Faculty consultants; ST: Student teachers; CT: cooperating teachers.
 SA: Strongly agree; A: Agree; MA: Mildly agree; MD: Mildly disagree;
 D: Disagree; SD: Strongly disagree.
 \bar{X} : Mean; s^2 : Variance; N: number of respondents.

TABLE LXII (continued)

ITEM	GROUP	FREQUENCY							\bar{X}	s^2	N
		SA	A	MA	MD	D	SD				
5.											
General aspects of the community being served by the school.	FC	11	32	23	6	2	0	2.41	.8649	74	
	ST	23	76	45	6	4	1	2.32	.8281	155	
	CT	14	52	23	6	4	0	2.33	.8640	99	
6.											
Scholastic records of students with whom he will be working.	FC	17	29	22	2	4	0	2.28	1.0404	74	
	ST	57	66	21	5	4	2	1.96	1.0609	155	
	CT	28	45	15	8	3	0	2.12	1.0201	99	
7.											
During the early part of a student teaching round, <u>discuss</u> with the student teacher the purpose, plan, etc. of lessons to be taught by the cooperating teacher which are to be observed by the student teacher.	FC	53	16	4	1	0	0	1.36	.4225	74	
	ST	76	54	17	5	3	0	1.74	.8281	155	
	CT	32	54	11	1	1	0	1.84	.5329	99	
8.											
<u>Evaluate</u> jointly with the student teacher the lessons he has observed being taught by the cooperating teacher.	FC	33	31	5	2	3	0	1.80	.9490	74	
	ST	53	61	27	11	1	2	2.05	1.0609	155	
	CT	21	59	12	3	4	0	2.09	.8100	99	
9.											
Encourage the student teacher to constructively criticize the lessons the student teacher has observed.	FC	29	23	13	1	5	3	2.18	1.8496	74	
	ST	43	55	32	14	8	3	2.34	1.5129	155	
	CT	23	38	16	8	12	2	2.54	1.8496	99	
10.											
Structure a program which will enable the student teacher to visit and observe other teachers, classrooms, and teaching procedures.	FC	35	19	13	5	2	0	1.92	1.1449	74	
	ST	76	51	24	2	2	0	1.73	.7396	155	
	CT	23	40	21	5	8	2	2.40	1.5376	99	

TABLE LXII (continued)

ITEM	GROUP	FREQUENCY							\bar{X}	s^2	N
		SA	A	MA	MD	D	SD				
11.											
<u>Indicate to the student</u> teacher relationships between educational theory and selection of appropriate content.	FC	18	27	18	4	5	2	2.42	1.5625	74	
	ST	35	72	30	11	6	1	2.25	1.0816	155	
	CT	18	53	21	5	2	0	2.19	.7396	99	
12.											
<u>Assist the student</u> teacher to develop some systematic record of observation.	FC	29	26	11	4	2	2	2.05	1.4400	74	
	ST	21	43	51	25	13	2	2.82	1.3924	155	
	CT	16	38	18	10	13	4	2.78	1.4400	99	
The cooperating teacher should:											
13.											
<u>Require the student</u> teacher to begin assuming some routine classroom duties shortly after the student teachers' arrival in the cooperating school.	FC	37	31	5	1	0	0	1.59	.4624	74	
	ST	61	59	18	6	9	2	2.03	1.3924	155	
	CT	53	37	5	3	1	0	1.61	.6400	99	
14.											
<u>In the early part of a</u> student teaching round, <u>arrange for the student</u> teacher to take over a class for part of a lesson when it is appropriate to do so.	FC	33	38	2	0	0	1	1.64	.5625	74	
	ST	64	68	12	1	7	3	1.89	1.2100	155	
	CT	50	39	4	1	5	0	1.71	1.9604	99	
15.											
<u>Accept the student as a</u> "junior partner."	FC	33	26	5	3	4	3	2.03	1.8225	74	
	ST	61	53	15	9	14	3	2.17	1.8225	155	
	CT	43	36	12	2	4	2	1.93	1.3225	99	
16.											
<u>Make the first teaching</u> assignment after a joint evaluation of the class membership.	FC	14	31	16	6	3	4	2.53	1.6900	74	
	ST	31	62	40	15	5	2	2.40	1.1881	155	
	CT	15	48	22	8	6	0	2.41	1.0609	99	

TABLE LXI (continued)

ITEM	GROUP	FREQUENCY						\bar{X}	s^2	N
		SA	A	MA	MD	D	SD			
17. Provide a definite form for the lesson plans written by the student teacher.	FC	6	13	11	18	20	6	3.69	2.0736	74
	ST	7	13	33	23	44	35	4.22	2.1025	155
	CT	5	18	14	12	33	17	4.02	2.3409	99
18. Indicate the objectives of a lesson he is assigning to the student teacher to teach.	FC	25	23	12	3	10	1	2.36	1.9600	74
	ST	35	46	29	15	24	6	2.77	2.2201	155
	CT	29	40	13	6	6	5	2.34	1.9044	99
19. Discuss with the student teacher the subject matter of the lesson he is assigning to the student teacher.	FC	25	31	9	4	3	2	2.12	1.4641	74
	ST	38	58	34	13	12	0	2.37	1.3456	155
	CT	25	45	15	8	3	3	2.27	1.4161	99
20. Indicate the material and/or the equipment the student teacher should use in a lesson he is assigning to the student teacher.	FC	5	12	24	13	13	7	3.51	1.9044	74
	ST	12	22	38	28	33	22	3.74	2.2201	155
	CT	5	22	20	31	17	4	3.45	1.5876	99
21. Indicate the plan for the presentation of a lesson he is assign- ing to the student teacher.	FC	2	5	8	17	28	14	4.43	1.5625	74
	ST	1	11	21	34	51	37	4.51	1.5129	155
	CT	0	11	17	23	30	18	4.27	1.5625	99
22. Approve the student teacher's lesson plan before the student teacher presents the lesson.	FC	14	22	11	4	20	3	3.04	2.5600	74
	ST	15	35	43	22	22	18	3.35	2.2500	155
	CT	10	32	24	12	17	4	3.06	1.9044	99
23. Discuss the student's lesson plan with him before the lesson is taught.	FC	17	28	11	4	13	1	2.61	2.0164	74
	ST	13	39	44	21	22	16	3.31	2.1316	155
	CT	8	28	31	16	12	4	3.08	1.6129	99

TABLE LXII (continued)

ITEM	GROUP	FREQUENCY						\bar{X}	s^2	N
		SA	A	MA	MD	D	SD			
24. <u>Allow the student</u> teacher to control both content and method when he is in charge of in- struction.f	FC	39	22	4	4	4	1	1.85	1.4884	74
	ST	91	48	12	3	1	0	1.55	.5929	155
	CT	34	36	20	7	1	1	2.07	1.0816	99
25. <u>Review student-made</u> tests before they are administered to pupils.	FC	21	36	10	2	4	1	2.12	1.2100	74
	ST	29	62	41	14	8	1	2.44	1.1881	155
	CT	28	39	19	7	4	2	2.25	1.3924	99
26. <u>Make lesson assignments</u> on a weekly or longer basis.	FC	36	30	3	2	2	1	1.74	1.0201	74
	ST	71	53	23	4	2	2	1.83	1.0000	155
	CT	39	42	6	9	3	0	1.94	1.0816	99
The cooperating teacher should:										
27. <u>Occasionally leave the</u> room while the student teacher is in charge of instruction.	FC	32	30	12	0	0	0	1.73	.5184	74
	ST	109	41	5	0	0	0	1.33	.2809	155
	CT	55	33	9	1	0	1	1.60	.6889	99
28. <u>Show more concern for</u> the student teacher's teaching methods than for his subject matter preparation.	FC	13	16	13	18	10	4	3.11	2.1984	74
	ST	32	44	34	23	18	4	2.76	1.9044	155
	CT	15	29	24	12	14	5	2.96	2.0449	99
29. <u>Support the decisions</u> made by the student teacher while the student teacher is teaching even if the student teacher's decisions indicate poor judgment.	FC	14	25	20	9	5	1	2.58	1.4400	74
	ST	34	47	31	12	25	6	2.77	2.1904	155
	CT	18	31	26	10	13	1	2.72	1.6900	99

TABLE LXII (continued)

ITEM	GROUP	FREQUENCY						\bar{X}	s^2	N
		SA	A	MA	MD	D	SD			
30. <u>Show more concern about pupil growth than about the method of instruction used by the student teacher.</u>	FC	7	13	19	20	12	3	3.35	1.7161	74
	ST	15	34	34	44	21	7	3.28	1.7698	155
	CT	11	26	26	22	11	3	3.05	1.6384	99
31. <u>Insist the pupils to address their questions to the student teacher when the student teacher is in charge of the room.</u>	FC	52	18	3	0	1	0	1.38	.4761	74
	ST	114	30	5	3	3	0	1.39	.6561	155
	CT	66	31	1	1	0	0	1.36	.3136	99
32. <u>Demonstrate a teaching technique before permitting the student teacher to attempt it.</u>	FC	5	9	9	17	18	16	4.11	2.3104	74
	ST	8	17	30	28	43	29	4.08	2.1025	155
	CT	6	14	18	14	34	13	3.96	2.1609	99
33. <u>Correct immediately gross errors in method or content made by the student teacher.</u>	FC	4	13	6	10	15	26	4.31	2.7889	74
	ST	24	22	15	18	39	37	3.88	3.2400	155
	CT	11	27	13	10	25	13	3.51	2.7556	99
34. <u>Allow the student teacher to assume major responsibility for assigning pupil grades related to the subject matter the student teacher has taught.</u>	FC	13	27	17	6	5	6	2.74	2.0736	74
	ST	29	60	38	12	13	3	2.54	1.5129	155
	CT	11	44	21	8	13	2	2.74	1.1629	99
<u>The cooperating teacher should:</u>										
35. <u>Initiate and maintain a regularly scheduled program of planned student teacher-cooperating teacher conferences.</u>	FC	36	27	8	2	0	1	1.73	.8464	74
	ST	40	62	27	14	11	1	2.34	1.4161	155
	CT	24	44	16	4	7	4	2.37	1.7161	99

TABLE LXII (continued)

ITEM	GROUP	FREQUENCY						\bar{X}	s^2	N
		SA	A	MA	MD	D	SD			
36. Help the student teacher develop criteria for self- evaluation.	FC	34	35	5	0	0	0	1.61	0.3721	74
	ST	45	71	30	5	3	1	2.05	.8836	155
	CT	34	57	5	2	1	0	1.78	.5184	99
37. Write a short evaluation of each lesson taught by the student teacher.	FC	29	32	7	5	1	0	1.88	0.8649	74
	ST	74	56	20	3	2	0	1.73	.7225	155
	CT	21	44	15	10	9	0	2.41	1.4161	99
38. Inform the student teacher at the begin- ning of the round the criteria on which his final written evalua- tion will be based.	FC	29	26	12	5	2	0	1.99	1.0609	74
	ST	62	51	23	8	7	4	2.09	1.5625	155
	CT	17	43	21	9	8	1	2.51	1.3924	99
39. Consult with the prin- cipal and/or depart- ment head in prepar- ing the final written evaluation of the student teacher for the Faculty of Education.	FC	3	7	18	11	19	16	4.14	2.1025	74
	ST	13	21	36	31	32	22	3.74	2.2201	155
	CT	8	9	14	14	43	11	4.09	2.1025	99
40. Consult with the faculty consultant in preparing the final written evalua- tion of the student teacher for the Faculty of Education.	FC	7	16	18	7	17	9	3.51	2.4336	74
	ST	27	46	23	18	25	16	3.10	2.6569	155
	CT	21	16	16	15	26	5	3.24	2.5921	99

TABLE LXII (continued)

ITEM	GROUP	FREQUENCY						\bar{X}	s^2	N
		SA	A	MA	MD	D	SD			
41.										
<u>Recommend</u> transfer of a student teacher to another cooperating teacher when he thinks necessary.	FC	17	32	13	6	5	1	2.36	1.4161	74
	ST	22	67	39	14	9	4	2.57	1.3689	155
	CT	6	46	25	10	8	4	2.80	1.4641	99
42.										
<u>Plan</u> an agenda for scheduled confer- ences with the student teacher.	FC	18	29	20	3	3	1	2.28	1.1664	74
	ST	19	57	43	19	15	2	2.74	1.4161	155
	CT	7	31	30	16	13	2	3.03	1.4641	99

TABLE LXIII

RESPONSE DISTRIBUTIONS ON PERCEPTION ITEMS

QUESTIONNAIRE PART II

ITEM	GROUP	YES	NO	CA
The cooperating teacher <u>provides</u> an opportunity for the student teacher to become acquainted with the following:				
1.				
Most of the physical aspects of the school.	FC	35	13	26
	ST	106	46	3
	CT	90	9	0
2.				
The basic philosophy or objectives of the school.	FC	10	36	28
	ST	52	94	9
	CT	61	26	12
3.				
The basic operating procedures of policies of the school and/or the school system.	FC	40	15	19
	ST	88	60	7
	CT	76	13	10
4.				
Some aspects of the teachers' professional organization, e.g. activities of the teachers' local or sub-local organization.	FC	9	31	34
	ST	29	123	3
	CT	29	59	11
5.				
General aspects of the community being served by the school.	FC	30	17	27
	ST	82	68	5
	CT	69	25	5
6.				
Scholastic records of students with whom he will be working.	FC	37	12	25
	ST	99	53	3
	CT	79	19	1

TABLE LXIII (continued)

ITEM	GROUP	YES	NO	CA
7. In the early part of a student teaching round the cooperating teacher <u>discusses</u> with the student teacher the purpose, plan, etc. of the lessons to be taught by the cooperating teacher which are to be observed by the student teacher.	FC ST CT	33 56 77	22 97 17	19 2 5
8. The cooperating teacher <u>evaluates</u> jointly with the student teacher the lessons he has observed being taught by the cooperating teacher.	FC ST CT	24 48 72	31 106 23	19 1 4
9. The cooperating teacher <u>encourages</u> the student teacher to constructively criticize the lessons the student teacher has observed.	FC ST CT	7 27 67	40 122 26	27 6 6
10. The cooperating teacher <u>structures</u> a program which enables the student teachers to visit and observe other teachers, classrooms, and teaching procedures.	FC ST CT	28 51 56	34 101 39	12 3 4
11. The cooperating teacher <u>indicates</u> to the student teacher relationships between educational theory and selection of appropriate content.	FC ST CT	14 40 68	34 100 16	26 15 15
12. The cooperating teacher <u>assists</u> the student teacher to develop some systematic record of observations.	FC ST CT	16 15 38	43 139 52	15 1 9
13. The cooperating teacher <u>requires</u> the student teacher to assume some routine classroom duties shortly after the student teacher's arrival in the cooperating school.	FC ST CT	63 122 91	5 28 7	6 5 1

TABLE LXIII (continued)

ITEM	GROUP	YES	NO	CA
14. In the early part of a student teaching round the cooperating teacher <u>arranges</u> for the student teacher to take over a class for part of a lesson when it is appropriate to do so.	FC	59	4	11
	ST	115	38	2
	CT	88	10	1
15. The cooperating teacher <u>accepts</u> the student teacher as a "junior partner".	FC	37	25	12
	ST	91	45	19
	CT	85	7	7
16. The cooperating teacher <u>makes</u> the first teaching assignment after a joint evaluation of the class membership.	FC	19	16	39
	ST	47	87	21
	CT	74	16	9
17. The cooperating teacher <u>provides</u> a definite form for the lesson plans written by the student teacher.	FC	5	61	8
	ST	16	136	3
	CT	14	82	3
18. The cooperating teacher <u>indicates</u> the objectives of a lesson he is <u>assigning</u> to the student teacher to teach.	FC	27	30	17
	ST	59	92	4
	CT	77	21	1
19. The cooperating teacher <u>discusses</u> with the student teacher the subject matter of the lesson he is assigning to the student teacher to teach.	FC	54	13	7
	ST	114	39	2
	CT	82	14	3
20. The cooperating teacher <u>indicates</u> the material and/or the equipment the student teacher should use in a lesson he is assigning him to teach.	FC	34	25	15
	ST	61	87	7
	CT	43	50	6
21. The cooperating teacher <u>indicates</u> the plan for presentation of a lesson he is assigning the student teacher to teach.	FC	16	47	11
	ST	28	122	5
	CT	16	79	4

TABLE LXIII (continued)

ITEM	GROUP	YES	NO	CA
22. The cooperating teacher <u>approves</u> the student teacher's lesson plan before the student teacher presents the lesson.	FC ST CT	14 30 48	45 122 43	15 5 8
23. The cooperating teacher <u>discusses</u> the student teacher's lesson plan with him before the lesson is taught.	FC ST CT	16 30 54	39 121 39	19 4 6
24. The cooperating teacher <u>allows</u> the student teacher control of both content and method when he is in charge of instruction.	FC ST CT	53 136 89	13 13 8	8 20 2
25. The cooperating teacher <u>reviews</u> student-made tests before they are administered to pupils.	FC ST CT	36 76 76	15 55 20	23 24 3
26. The cooperating teacher <u>makes</u> lesson assignments on a weekly or longer basis.	FC ST CT	56 122 92	13 28 5	5 5 2
27. The cooperating teacher occasionally <u>leaves</u> the room while the student teacher is in charge of instruction.	FC ST CT	67 142 98	4 13 0	3 0 1
28. The cooperating teacher <u>shows</u> more concern for the student teacher's methods than for his subject matter preparation.	FC ST CT	18 84 52	31 45 27	25 26 20
29. The cooperating teacher <u>supports</u> decisions made by the student teacher while the student teacher is teaching even if the student teacher's decisions indicate poor judgment.	FC ST CT	36 85 65	11 38 13	27 32 21

TABLE LXIII (continued)

ITEM	GROUP	YES	NO	CA
30.				
The cooperating teacher <u>shows</u> more concern about pupil growth than <u>about</u> the method of instruction used by the student teacher.	FC	16	27	31
	ST	38	82	38
	CT	55	28	16
31.				
The cooperating teacher <u>insists</u> that pupils address their questions to the student teacher when the student teacher is in charge of the room.	FC	52	13	9
	ST	114	38	3
	CT	92	5	2
32.				
The cooperating teacher <u>demonstrates</u> a teaching technique before permitting the student teacher to attempt it.	FC	5	50	19
	ST	19	128	8
	CT	19	68	12
33. The cooperating teacher <u>corrects</u> immediately gross errors in method or content made by the student teacher.	FC	17	40	17
	ST	49	81	25
	CT	43	41	15
34.				
The cooperating teacher <u>allows</u> the student teacher to assume full responsibility for assigning pupil grades relating to the subject matter that the student teacher has taught.	FC	20	29	25
	ST	75	62	18
	CT	57	30	12
35.				
The cooperating teacher <u>initiates</u> and maintains a regularly scheduled program of planned student teacher-cooperating teacher conferences.	FC	9	36	19
	ST	41	108	6
	CT	62	30	7
36.				
The cooperating teacher <u>helps</u> the student teacher develop a criteria for self-evaluation.	FC	21	36	17
	ST	44	111	0
	CT	76	14	9
37.				
The cooperating teacher <u>writes</u> a short evaluation of each lesson taught by the student teacher.	FC	50	21	3
	ST	84	66	5
	CT	68	31	0

TABLE LXIII (continued)

ITEM	GROUP	YES	NO	CA
38. The cooperating teacher <u>informs</u> the student teacher at the beginning of the round the criteria on which his final written evaluation of the student teacher for the Faculty of Education will be based.	FC	11	36	27
	ST	26	124	5
	CT	47	45	7
39. The cooperating teacher <u>consults</u> with the department head and/or the principal in preparing the final written evaluation of the student teacher for the Faculty of Education.	FC	6	32	36
	ST	10	68	77
	CT	23	74	2
40. The cooperating teacher <u>consults</u> with the faculty consultant in preparing the final written evaluation of the student teacher for the Faculty of Education.	FC	40	31	3
	ST	31	44	77
	CT	46	51	2
41. The cooperating teacher <u>recommends</u> transfer of a student teacher to another cooperating teacher if he thinks necessary.	FC	10	31	33
	ST	7	52	96
	CT	24	40	35
42. The cooperating teacher <u>plans</u> an agenda for scheduled conferences with the student teacher.	FC	12	38	24
	ST	28	121	5
	CT	37	55	6

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